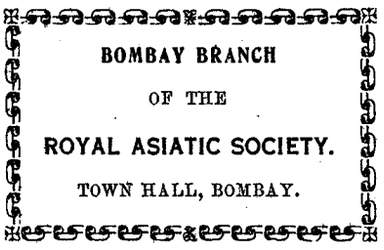
Public Instruction
in the Punjab,
report.

1891-92 to 1894-95

00134260



Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020

REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1891-92,

LIBRARY
OF THE
ROYAL ASIATIC

BY

J. SIME, Esquire,

Director of Public Instruction, Punjab.

Published by Authority.

134260

Lahore:
THE "CIVIL AND MILITARY GAZETTE" PRESS,
Contractors to the Punjab Government.

1892.

00134260

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home (General) Department,—
No. 1050, dated 14th November 1892.

READ—

The Report of the Director of Public Instruction for the year 1891-92, forwarded with his letter No. 2084, dated the 30th September 1892.

General Results.—During the year the nnmber of public educational institutions has been increased by 26 and now stands at 2,354. The increase is made up of 1 Normal, 4 Secondary and 21 Primary Schools; 16 of the new institutions are schools for girls. Private institutions have again decreased in number and are now returned as 7,054 at one place (page 3) and as 7,049 at another (page 97). This decrease is mainly in rote schools for girls in the Ráwalpindi Circle, and is attributed, at least in part, to incomplete returns. There was also a falling-off of 106 in private schools teaching Oriental classical languages. On the other hand, the Indigenous Vernacular and Private Venture Schools both exhibit a satisfactory increase. The total number of scholars was rather more than two hundred and sixty thousand, of whom nearly one hundred and fifty-two thousand attended the public institutions. The increase in number of scholars is satisfactory, but, according to the Director's calculation, only 8·3 of the children of school-going age are under instruction. It is of course the diminutive figures for female education that are largely responsible for this small result. The total expenditure on public institutions during the year was Rs. 26,70,499, or an increase of nearly a lakh-and-a-half over the previous year. Dividing this expenditure over the number of scholars the average cost per scholar is rather more than Rs. 17 per annum. About one-third of the expenditure falls on Provincial Revenues. District and Municipal Funds contribute between them rather more than another third, while a little more than one-sixth comes from fees, and the balance from miscellaneous sources. The continued expansion of the income from fees is a very satisfactory feature. The increase has been almost wholly in Colleges and Secondary Schools, there being an actual decrease in Primary Schools. This too is a healthy sign.

2. *Management of Schools by Municipal Boards.*—The Lieutenant-Governor observes with pleasure that the management of schools by Municipal Committees is reported to be as a rule fairly satisfactory, but it is matter for regret that there are exceptions to the rule, and in particular that some Committees instead of using their powers to support the legitimate authority of the Head Master, bring pressure to bear on him in order to induce him, for their own private ends, to deviate from the line of duty. Such abuses must be repressed by Deputy Commissioners with a strong and firm hand.

3. *Educational movements outside the Department.*—Among educational movements outside the Department, the raising of their High School to the status of a College by the Anjuman-i-Himáyat-i-Islám and the establishment of the Khálsa College are noteworthy events, which it is hoped will be productive of important results in the near future.

4. *University Education.*—There was a considerable increase in the number of candidates who presented themselves for the Intermediate and Degree Examination in Arts, and in the Intermediate Examination the passes were numerous. In the B. A. Examination, however, more than half the candidates failed, while of the 6 who attempted the M. A. test only 2 succeeded. It must be borne in mind that the standard for a pass has recently been made more lenient, so that these results are decidedly poor, so far as the Degree tests are concerned. The Director attributes them to the number of imperfectly prepared private students who attempt the Degree Examinations, and the figures bear him out in this conclusion. It is also satisfactory to see that even with the more lenient standard the high character of the Degree Examinations has been maintained. It is essential to prevent any lowering of the test which the

higher examinations of the University supply. The Director seems to think that the Intermediate Examination is now somewhat easy, and the number of passes was certainly large. It may be remarked that in this examination the private students held their own with very fair success.

5. The Oriental Degree Examinations attract few candidates, but those who appeared were highly successful, there having been only one failure in three examinations. The examinations for Oriental Titles were, as in the previous year, most largely attended by students from outside the Province. In reference to the Resolution which with a view to encouraging the more enlightened study of the Oriental languages the Senate sanctioned during the year to make a knowledge of English up to the Middle School standard alternative with the Entrance or Higher Examination which used to be the preliminary test required of candidates for these titles and to reduce the standard of general knowledge required for all but the Highest Titles from the Entrance to the Middle School Examination, the Director says : " I cannot refrain from remarking that the change has dangers which are likely to operate in an entirely different way, by turning many of the present purely Oriental scholars into something less than ordinary Anglo-Vernacular students." This tendency should be carefully watched.

The Law and Medical Examinations show an increased number of candidates. It is much to be regretted that so little can be done at present to foster Engineering studies.

6. The Government College, Lahore, exhibits an increase in the number of its students after a considerable period of decline. The educational results are fairly good, although the College suffered much from changes in the staff. The last of these was due to the lamented death a few days after the close of the year of the Principal, Dr. Stulpnagel, whose valuable services the Lieutenant-Governor desires to take this opportunity to acknowledge.

St. Stephen's College and the Mission College, Lahore, did good work and the latter was very successful at examinations. Of the minor colleges Daya Nand was perhaps the most prosperous.

7. *The Medical College, Lahore.*—In the Medical College the number of students increased. The following passage quoted from the review of the Inspector-General of Civil Hospitals shows the direction in which the increase took place :—

" Another point worthy of notice is that the increase has been almost entirely in the free students. In 1887-88 there were 18 free male students, or a percentage of 29·5 of the whole class. In 1888-89 there were 32 free male students, or a percentage of 37·6 of the whole class. In 1889-90 there were 52 free male students, or a percentage of 49·0 of the whole class. In 1890-91 there were 69 free male students, or a percentage of 55·6 of the whole class. In 1891-92 there were 79 free male students, or a percentage of 55·0 of the whole class. These figures indicate that Licentiates in Medicine and Surgery find yearly more openings for following their professions outside Government service."

This is highly satisfactory as affording a remarkable example of native gentlemen educating themselves for a profession outside the Government service.

In connection with the examination for the L. M. S. diploma of the University, it is remarked that " one of the candidates attended the College for eleven years, another for eight, and a third failed on two previous occasions. Three such chronic students materially affect the percentages in such a small number." His Honor the Lieutenant-Governor does not attach much importance to mere percentages ; but he thinks it would be an act of mercy to students who may have a tendency to become chronic in this way to make a rule excluding a student who has failed to pass within a given time. The remarks of the Inspector-General of Civil Hospitals as to failures in the Midwifery Examination seem to require attention.

8. *School Education.—Secondary Schools.*—In this department of education there is a persistent tendency for the Anglo-Vernacular to grow at the expense of the Vernacular branch, in spite of the much heavier cost of the former. This year there was an increase of two Anglo-Vernacular and a decrease of one Vernacular School. The increase of Vernacular scholars was about a thousand, and of Anglo-Vernacular nearly three times as many. The number of Vernacular candidates at the Entrance Examination has dwindled down to 9, while the Anglo-Vernacular candidates have risen to 922. In the Middle School Examinations, however, the proportion of Vernacular students has been more than maintained, though the large majority still belong to the other branch. In this examination the Nádaun School in Kángra was very successful, passing all its candidates, one of them at the head of the provincial list. The question of boarding-houses for Secondary Schools continues to receive careful attention, and the Lieutenant-Governor is glad to see that the question of improved teaching in English is also under consideration.

9. *Primary Schools.*—There was an increase in Primary Schools and a considerable increase in the number of scholars, but there was a small decrease in fees. The great majority of the new students were agriculturists who are exempt from fees. The Zamindári Schools continue unpopular, and, unless a change happens in this respect, it will probably be better to convert them gradually into ordinary Primary Schools.

10. *Physical and Moral Training at Schools.*—It is satisfactory to observe that in all schools proper attention is paid to physical instruction and to the formation of good character and good habits. The Lieutenant-Governor is glad to find that some improvement is reported in moral training, discipline and conduct, and he trusts that an effort will be made to improve the manners of the students also. Indian students in too many instances fail to acquire either the highly polished manners of their fathers or the quiet self-contained and modest demeanour which commonly characterizes the young Englishman at least when in the presence of his elders. An Indian youth when he has acquired the small amount of education involved in getting through one or two University examinations is too often apt to adopt a self-asserting, aggressive and bumptious manner which is inconsistent with either Native or English ideas of what a gentleman ought to be. This is an evil of more importance than it might seem to be at first sight.

11. *Gurmukhi Branch Schools.*—The scheme for instruction in Gurmukhi referred to in paragraph 100 of the Report has collapsed very early. It is to be feared that it was merely one of those pseudo-nationalist ideas that are started from time to time by a few individuals, but wake no sympathy from the mass of the people.

12. *Encouragement to General Reading.*—The Lieutenant-Governor is glad to find Mr. Sime in paragraph 107 of his Report insisting on the desirability of encouraging both pupils and teachers to read books outside their school curriculum, but from what he has seen in many parts of India he fears the prospect of success in this direction is not great. He fears it will be some time before it comes to be generally understood that the education we give is important not merely as a stepping-stone to Government employment, but also as unlocking to those who receive it the immense resources for improvement and amusement to be found in private reading.

13. *Special and Technical Education.*—The Central Training College had an increased number of students, and the examination results were very satisfactory. The Mayo School of Art was well conducted during the year, and the Railway Technical School made good progress. The Industrial School at Amritsar is said to aim too much at producing articles for sale—a system which is sure to affect the teaching in an unfavourable way. The remaining Technical School at Delhi is more elementary. The Veterinary School has been separately dealt with. The information given in paragraph 141 of the Report as to the walks of life in which the pupils turned out from the Mayo School of Art find employment has been furnished at the request of Sir Dennis

Fitzpatrick and is of great importance, though he would be glad to have had it in somewhat more detail. It is impossible to judge fully of the value of institutions of this sort without such information, and he would be glad in future to have given not only for the Mayo School of Art, but also for each industrial school, a statement showing the number of pupils that have left within the year, the period during which each was under instruction, and the work (if any) which he has succeeded in getting.

14. *Female Education.*—When every possible allowance is made the number of girls under instruction is only 19,349, or less than 1½ per cent. of those at school-going age. Of these nearly one-half are at Private Schools where the instruction is probably of little value. These figures, though an improvement on those of last year, are still far too small. Great credit, however, is due to Miss Francis for her unremitting labours in a disheartening field.

15. *The Education of Special Classes.*—There is not much which calls for remark in regard to the education of Special Classes. The education of European children was successfully carried on, Bishop Cotton School and the Lawrence Asylum at Sanáwar exhibiting conspicuously good returns. The practical character of the teaching at the Mayo School, Simla, was also maintained. Among Muhammadans the desire for English education continues to grow and is likely to become more urgent from year to year. The report on the Aitchison College as quoted by the Director is very laudatory, and the education given there is described as quite satisfactory. As the students of this College become settled all over the Punjab they can hardly fail to exert a wholesome and encouraging influence.

16. The attention of Deputy Commissioners is directed to paragraph 35 of the Report and to the importance of Tahsíldárs interesting themselves in the cause of education. The thanks of the Lieutenant-Governor are due to the officers of the Education Department whose work is commended by the Director, and His Honor is glad to observe that in the subordinate ranks as well as in the higher ranks, and especially in the case of the Assistant Inspectors, such commendation has been well earned. He also desires to thank Mr. Sime for the present report which is full and interesting, its only fault being that it is in some parts a little too full and enters into more details than are required in a report of this kind.

ORDER.—Ordered that the above remarks be printed and circulated with all copies of the Report and forwarded to the Director of Public Instruction; also that they be published in the *Punjab Government Gazette* and forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—15-11-92—396.

CONTENTS.

		Page.
CHAPTER I.—GENERAL SUMMARY		3
„ *II.*—CONTROLLING AGENCIES		27
„ *III.*—UNIVERSITY EDUCATION		31
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)		45
A.—SECONDARY EDUCATION	45	
B.—PRIMARY SCHOOLS	53	
C.—GENERAL QUESTIONS	58	
„ *V.*—SCHOOL EDUCATION—SPECIAL		67
A.—TRAINING INSTITUTIONS FOR TEACHERS	67	
B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION	72	
„ *VI.*—FEMALE EDUCATION (NATIVES)		77
„ *VII.*—EDUCATION OF SPECIAL CLASSES		85
A.—EUROPEANS AND EURASIANS	85	
B.—MUHAMMADANS	92	
C.—NATIVE CHIEFS	94	
D.—LOW CASTES	95	
„ *VIII.*—PRIVATE SCHOOLS		97
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS		100
APPENDICES.—A to M		i—lvi
STATISTICAL TABLES.—GENERAL TABLES Nos. I to VII		i—xxix

CHAPTER I.—GENERAL SUMMARY.

Para.		*Page.*
1	General statistics	3
2	Number of institutions and scholars	„
3	Colleges	„
4	Secondary Schools	„
5	Primary Schools	4
6	Schools for Special instruction	„
7	Management of the Public Institutions	„
8	Private Institutions	„
9	Classification of scholars according to race or creed	5
10	Expenditure	„
11	Direct expenditure	„
12	Indirect expenditure	„
13	Expenditure from Imperial Revenues	6
14	Expenditure from Provincial Revenues	„
15	Expenditure from District and Municipal Funds	„
16	Expenditure from 'Other Sources'	7
17	Fees	„
18	Examination results	„
19	Moral training, discipline, and conduct	8
20	Physical training	„
21	General progress during the year	9
22	Management of Schools by District Boards	„
23	Management of Schools by Municipal Boards	10
24	Extent to which District Boards fulfil their obligations as to expenditure on education	11
25	Obligation of District Boards considered by Circles and Districts	„
26	Extent to which Municipal Boards fulfil their obligation as to expenditure on education	„
27	Obligations of Municipal Boards considered by Circles, &c.	24
28	Educational movements outside the Department	„
29	Venture Schools	25

CHAPTER II.—CONTROLLING AGENCIES.

Para.		*Page.*
30	Direction	27
31	Inspectors of Schools	,,
32	Assistant Inspectors	,,
33	Inspection work	28
34	District Inspectors	,,
35	District Officers	,,
36	General Educational Conference	29
37	Matters considered	,,
38	Government Resolution on the proceedings of the General Conference	30
39	Departmental Conference	,,

CHAPTER III.—UNIVERSITY EDUCATION.

40	Convocation for conferring Degrees	31
41	Examination statistics	,,
42	Calcutta University Examinations	32
43	Punjab University Examinations	33
44	Oriental Language Examinations	,,
45	Law Examinations	,,
46	Medical Examinations	34
47	Engineering Examinations	,,
48	Arts Colleges	,,
49	Number of students	,,
50	Expenditure on Arts Colleges	35
51	Scholarships	,,
52	Examination results for the Provincial Arts Colleges	36
53	Results in each subject	37
54	Lahore Government College Staff	38
55	Statistics	,,
56	Results of examinations	,,
57	Moral and Physical Training	39
58	St. Stephen's College, Delhi	,,
59	Statistics	,,
60	Examination results	40
61	Moral and Physical Training	,,
62	General remarks	,,
63	Lahore Mission College	,,
64	Statistics	,,
65	Examination results	,,
66	Moral and Physical Training	41
67	The Minor Colleges	,,
68	Daya Nand Anglo-Vedic College	,,
69	Amritsar Municipal Board College	,,
70	Scotch Mission College, Siálkot	,,
71	Oriental College	,,
72	Number of students	,,
73	Expenditure and fees	42
74	Examination results	,,
75	Progress and prospects	,,
76	Medical College	,,
	Number of students	,,
	Increase	,,
	Free students	43
	Female students	,,
	Hospital Assistant Class	,,
	Expenditure	,,
	Examination results	,,
	Conduct of the students	,,

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

Section A.—Secondary Education—

77	Statistics	45
78	Number of schools	,,
79	Number of scholars	,,
80	Expenditure	46
81	Fees	47
82	Scholarships	,,
83	Examination results	,,
84	Entrance Examination	48
85	Most successful schools	49

Para.		Page.
86	Middle School Examination	49
87	Schools specially mentioned	,,
88	Calcutta Entrance Examination	50
89	Boarding Houses	51
90	Advance of English compared with Vernacular education	,,
91	The teaching of English	52
	Section B.—Primary Schools—	
92	Statistics	53
93	Number of schools and scholars	54
94	Expenditure	,,
95	Fees	55
96	Scholarships	,,
97	Examination results	,,
98	Zamíndári Schools	57
99	Unpopularity of Zamíndári Schools	,,
100	Gurmukhí Branch Schools	58
	Section C.—General Questions—	
101	Character of the instruction	,,
102	Conduct and discipline	59
103	Moral instruction	,,
104	Physical Training	60
	In the Delhi Circle	,,
	In the Jullundur Circle	,,
	In the Lahore Circle	,,
	In the Ráwalpindi Circle	61
	In the Deraját Circle	62
105	Buildings and accommodation	,,
106	Furniture and appliances	63
107	Libraries	,,
108	General progress	,,
109	The maintenance of efficiency	,,
110	Emulation in the scholars	64
111	Educational institutions in Native States	,,
112	Examination results for Native States	65

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

	Section A.—Training Institutions for Teachers—	
113	Central Training College	67
114	Composition of the classes	,,
115	Expenditure	68
116	Certificate Examinations...	,,
117	Conduct of the students	,,
118	Physical Training	,,
119	Boarding House	,,
120	Practising School...	,,
121	General statistics	69
122	Number of Normal Schools and students	,,
123	Stipends	,,
124	Expenditure	70
125 126	Certificate Examinations	,,
127	Employment of the students	,,
128	General remarks	,,
129	Practising Schools	,,
130	Normal Classes and Certificate Examinations	71
131	Difficulties in the way of providing Female Teachers	,,
	Section B.—Institutions for Technical Instruction—	
132	Lahore Medical School	72
133	Veterinary School, Lahore	,,
134	Principal's suggestions	,,
135 136	The Law School, Lahore...	,,
137	Principal's report...	73
138	Number of students and subjects of instruction	,,
139	Expenditure and Stipends	,,
140	Work of the year	,,
141	Employment of the students	74
142	New Class Rooms	,,
143	Industrial schools and scholars	,,
144	Railway Technical School, Lahore	,,

Para.		Page.
145	Examination results	74
146	New building	75
147	Municipal Board Industrial School, Amritsar	,,
148	Municipal Board Industrial School, Delhi	,,
149	Prospects of Industrial Schools	,,

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

150	Work of Inspectress	77
151	Number of schools and scholars	,,
152	Secondary Schools	,,
153	Primary Schools	78
154	Distributions of the Schools	,,
155	Expenditure	80
156	Fees	,,
157	Scholarships	,,
158	Results of Examinations for Secondary Schools	81
159	Results in Primary Examinations	82
160	Needle-work	83
161	Domestic Economy	,,
162	Conduct and discipline	,,
163	Progress during the year	84
164	Prospects	,,

CHAPTER VII.—THE EDUCATION OF SPECIAL CLASSES.

Section A.—European and Eurasians—

165	Statistics	85
166	Number of Schools and scholars	,,
167	Stages of instruction	,,
168	Expenditure	88
169	Fees	,,
170	Scholarships	,,
171	Examination results	,,
172	Discipline and conduct	90
173	Boarding Schools	,,
174	Progress during the year	,,
175	Lawrence Military Asylum, Sanáwar	91
176	Lawrence Memorial Asylum, Murree	,,
177	Private Schools	,,

Section B.—Muhammadans—

178	Statistics	92
179	Numbers and comparisons	,,
180	Growing popularity of English education	,,
181	Schools specially for Muhammadans	94

Section C.—Native Chiefs—

182	The Aitchison College	,,
183	Increased numbers	,,
184	Inspector's remarks	,,
185	Sons of gentlemen of rank	95

Section D.—Low Castes—

186	Special Schools for low caste children	,,
187	S. P. G. and Baptist Mission Schools	,,
188	Amritsár, Gurdáspur and Gujránwála Schools	,,
189	Siálkot Schools	96

CHAPTER VIII.—PRIVATE SCHOOLS.

190	Definition and description	97
191	Statistics	,,
192	Analysis of the returns	,,
193	Schools examined for grants	98
194	Increase	99
195	Effect of departmental influence	,,

CHAPTER IX.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

196	The Chief Agencies	100
197	Report of the Text-Book Committee	,,
198	Work done by the Committee	,,
199	Encouragement of Literature	,,
200	Aid to the Department	101
201	Work of the Translating Staff	,,
202	Report of the Registrar, Education Department	,,
203	Secretariat books	,,
204	Book Depôt Account	,,
205	Government share of books published for the Department	102
206	Mufíd-i-'Ám Press	,,

APPENDICES.

Page.

A.—Report by the Principal on the Government College, Lahore, for the year 1891-92 i

B.—Report by the Principal on St. Stephen's Mission College, Delhi, for the year 1891-92 vii

C.—Report by the Principal on the Lahore Mission College for the year 1891-92 xii

D.—Chapter III.—University Education from Inspector's Report of the Lahore Circle xv

E.—Chapter III.—University Education from Inspector's Report of the Ráwalpindi Circle xviii

F.—Report by the Principal on the Oriental College, Lahore, for the year 1891-92 xx

G.—Report by the Principal on the Lahore Medical College and School for the year 1891-92... xxvii

H.—List of Medals and Prizes offered in each District on the results of the Entrance and Middle School Examinations, 1892-93 xxxii

I.—Report by the Principal on the Central Training College, Lahore, for the year 1891-92 xxxvi

J.—Report by the Principal on the Lahore Veterinary College for the year 1891-92 xl

K.—Report by the Principal on the Mayo School of Industrial Art, Lahore, for the year 1891-92 xliii

L.—Report by the Registrar, Education Department, for the year 1891-92 ... xlvi

M.—Report on the Operations of the Punjab Text-Book Committee for the official year 1891-92 xlix

STATISTICAL TABLES.

General Table No. I.—Abstract Return of Colleges, Schools and Scholars i

Do. No. II.—Abstract Return of Expenditure on Public Instruction ... ... ii—iii

Do. No. III.—Return of Colleges, Schools and Scholars ... ... iv—v

Do. No. III (A).—Return of Colleges, Schools and Scholars (Europeans) vi

Do. No. III (B).—Return of Colleges, Schools and Scholars (Natives) ... ... vii—ix

Do. No. IV.—Return of Expenditure on Public Instruction ... x—xiii

Do. No. IV (A).—Return of Expenditure on Public Instruction (Europeans) ... ... xiv—xv

Do. No. IV (B).—Return of Expenditure on Public Instruction (Natives) ... ... xvi—xix

Do. No. V.—Return of the Stages of Instruction of Pupils in Public Schools for General Education ... ... xx—xxii

Do. No. V (A).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Europeans) xxii—xxiii

Do. No. V (B).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Natives) xxiv—xxv

Do. No. VI.—Return showing the results of prescribed Examinations ... ... xxvi—xxvi

Do. No. VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction ... ... xxviii—xxix

DELHI CIRCLE.

HISSAR DISTRICT—

4 Secondary Schools for Boys at—
- Hissár M.B., A.-V., Middle.
- Sirsa „ „ „
- Bhiwání „ „ „
- Hánsí M.B., V., Middle.

46 Primary Schools for Boys.
2 Primary Schools for Girls.
1 Primary School for European Boys at Sirsa.
53 Private Schools (50 for Boys and 3 for Girls).

106

ROHTAK DISTRICT—

8 Secondary Schools for Boys at—
- Rohtak M.B., A.-V., Middle.
- Jhajjar „ „ „
- Gohána „ „ „
- Kalánaur D.B., V., „
- Bádlí „ „ „
- Bahádargarh, M.B., V., Middle.
- Kharkhauda „ „ „
- Berí „ „ „

41 Primary Schools for Boys.
4 Primary Schools for Girls.
32 Private Schools for Boys.

85

GURGAON DISTRICT—

7 Secondary Schools for Boys at—
- Rewárí M.B., A.-V., High.
- Gurgáon D.B., V., Middle.
- Núh „ „ „
- Hasanpur „ „ „
- Sohna M.B., „ „
- Palwal „ „ „
- Firozpur „ „ „

78 Primary Schools for Boys.
11 Primary Schools for Girls.
30 Private Schools (29 for Boys and 1 for Girls).

126

DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—
- Delhi Anglo-Arabic, High.
- „ M.B., „
- „ Aided Mission, „
- „ Anglo-Sanskrit, „
- „ Shahzada's A.-V., „
- Sonepat M.B., A.-V., Middle.
- Mahraulí D.B., V., „
- Najafgarh „ „ „
- Ballabgarh M.B., V., „
- Farídábád „ „ „

2 Secondary Schools for Girls at—
- Delhi S.P.G. Mission Aided Boarding A.-V., Middle
- „ Baptist „ „ „ „

1 Secondary School for European Girls at—
- Delhi (Station School) Middle.

6 Primary Schools for Boys.
9 Primary Schools for Girls.
2 Special Schools at—
- Delhi (Government Normal School for Masters and M.B. Industrial School for Males).

114 Private Schools (112 for Boys and 2 for Girls).

215

KARNAL DISTRICT—

5 Secondary Schools for Boys at—
- Karnál M.B., A.-V., Middle.
- Kaithal „ „ „
- Pánipat „ „ „
- Púndrí D.B., V., „
- Kunjpura „ „ „

59 Primary Schools for Boys.
4 Primary Schools for Girls.
59 Private Schools (52 for Boys and 7 for Girls).

127

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—
- Jagádhrí M.B., A.-V., High.
- Umballa City Aided Mission, A.-V., High.
- „ „ M.B., A.-V., Middle.
- Rúpar „ „ „
- Cantonment Aided „ „
- „ Unaided A.-S., „
- Morinda D.B, V., „
- Kharar „ „ „
- Biláspur „ „ „
- Manúnazra „ „ „
- Naráyangarh „ „ „
- Mullána „ „ „
- Sháhábád M.B., „ „
- Sádhaura „ „ „
- Thánesar „ „ „
- Ládwa „ „ „
- Búriya „ „ „

84 Primary Schools for Boys.
7 Primary Schools for Girls.
1 Primary School for European Girls.
204 Private Schools (194 for Boys and 10 for Girls).
1 Private School for European Girls.

314

SIMLA DISTRICT—

5 Secondary Schools for Boys at—
- Sanáwar L. M, A., Government High.
- Simla M.B., A.-V., Middle.
- „ Bishop Cotton Aided „
- „ Catholic Day, Aided Middle.
- „ Christ Church „ „

8 Secondary Schools for Girls at—
- Sanáwar L. M. A., Government High.
- Simla Auckland House, Aided „
- „ Convent Boarding „ „
- „ Mayo, „ Middle.
- „ St. Francis' Convent, „ „
- „ Ayrcliff, „ „
- „ Christ Church, „ „
- „ St. Joseph's Day, Unaided „

13 Primary Schools for Boys.
2 Primary Schools for Girls.
7 Private Schools (for Boys).
3 Do. for Europeans (2 for Boys and 1 for Girls).

38

1011

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—
- Pálampur, D.B., A.-V., High.
- Núrpur, M.B., „ Middle.
- Kángra Aided Mission, A.-V., Middle.
- Sujánpur Tíra D.B., V., „
- Nádáun „ „ „
- Sultánpur „ „ „

44 Primary Schools for Boys.

5 Primary Schools for Girls.

28 Private Schools (27 for Boys and 1 for Girls).

83

HOSHIARPUR DISTRICT—

11 Secondary Schools for Boys at—
- Hoshiárpur M.B., A.-V., High.
- Tánda „ „ Middle.
- Hoshiárpur, Unaided „ „
- Mahalpur „ „ „
- Bajwára „ „ „
- Mahalpur D.B., V., „
- Garhshankar „ „ „
- Hariána M.B., „ „
- Mukeríán „ „ „
- Dasúya „ „ „
- Una „ „ „

101 Primary Schools for Boys.

2 Primary Schools for Girls.

217 Private Schools (204 for Boys and 13 for Girls).

331

JULLUNDUR DISTRICT—

14 Secondary Schools for Boys at—
- Jullundur M.B., A.-V., High.
- „ Aided Mission „ „
- Ráhon M.B., „ Middle.
- Kartárpur „ „ „
- Cantonment Aided „ „
- Adampur D.B., V., „
- Pharála „ „ „
- Sháhkot „ „ „
- Aláwalpur M.B., „ „
- Banga „ „ „
- Nawáshahr „ „ „
- Phillour „ „ „
- Núrmahal „ „ „
- Nakodar „ „ „

98 Primary Schools for Boys.

30 Primary Schools for Girls.

1 Special School (Government Normal School for Masters).

337 Private Schools (298 for Boys and 39 for Girls).

480

LUDHIANA DISTRICT—

16 Secondary Schools for Boys at—
- Ludhiána M.B., A.-V., High.
- „ (Mission) Aided „ „
- „ Unaided „ „ (Xtrian Boarding).
- Jagráon M.B., A.V., Middle.
- Ludhiána, (Arya) Aided, „ „
- „ (Haqqání) Aided, „
- Gujarwál, D.B., V., „
- Baddowál „ „ „
- Ráepur „ „ „
- Malaudh „ „ „
- Sánehwál „ „ „
- Sawaddí „ „ „
- Dharrú „ „ „
- Khanna M.B., „ „
- Máchhíwára „ „ „
- Ráekot „ „ „

1 Secondary School for Girls at—
- Gujarwál, D.B., V., Middle.

71 Primary Schools for Boys.

18 Primary Schools for Girls.

183 Private Schools (161 for Boys and 22 for Girls).

289

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—
- Ferozepore, M.B., A.-V., High.
- Fázilka „ „ Middle.
- Cantonment Aided „ „
- Mehráj D.B., V., „
- Moga „ „ „
- Buttar „ „ „
- Zíra M.B., „ „
- Dharmkot „ „ „

68 Primary Schools for Boys.

5 Primary Schools for Girls.

97 Private Schools (all for Boys).

1 Ditto for European Girls.

179

1362

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
- Jhang Victoria Jubilee M.B., A.-V., High.
- Chiniot M.B., A.-V., Middle.
- Ahmadpur D.B., V., „
- Shorkot „ „ „

32 Primary Schools for Boys.

6 Primary Schools for Girls.

160 Private Schools (159 for Boys and 1 for Girls).

202

MONTGOMERY DISTRICT—

3 Secondary Schools for Boys at—
- Montgomery M.B., A.-V., Middle.
- Kamália „ „ „
- Pákpattan „ V. „

33 Primary Schools for Boys.

1 Primary Schools for Girls.

122 Private School (all for Boys).

159

LAHORE DISTRICT—

1 Government Arts College.
1 Aided „ „ (Mission).
1 Unaided „ „ (Daya Nand A.-V).
1 Aided Oriental College.
1 Government Medical College.
25 Secondary Schools for Boys at—
- Lahore Government A.-V. (Central Model), High
- Qasúr M.B., A.-V., „
- Lahore Aided (Mission) A.-V., „
- „ „ (Aitchison College) A.-V., „
- „ „ (Do. School) „ „
- „ Unaided (Daya Nand „) „ „
- „ „ (Madrastaul Musalmín) „ „
- „ „ (Brahmo Night) „ „
- „ „ (Hindú School) „ „
- „ Aided (Oriental College School) V., „
- „ „ (European Boys) E. „
- Chúnián M.B., A.-V., Middle.
- Lahore Aided (Mission Night) „ „
- Qasúr „ (Lyall School) „ „
- Lahore Unaided (Victor „) „ „
- „ „ (Royal „) „ „
- „ „ (Sanátan Dharm School) A.-V. „
- „ Aided (N.-W. Ry., Night „) „ „
- „ „ (Cathedral Orphanage „ „
- Bhadána D.B., V., Middle.
- Sursingh „ „ „
- Bágbhánpur „ „ „
- Khem Karn M.B., „ „
- Pattí „ „ „
- Sharaqpur „ „ „

6 Secondary Schools for Girls at—
- Lahore Aided (Lady Dufferin School) A.-V., High
- „ „ (Cathedral Girls' „) E., Middle.
- „ „ (Convent „) E., „
- „ „ (Cathedral Orphanage) E., „
- „ „ (Victoria School) V., „
- „ „ (Anglo-Ver. „) „

68 Primary Schools for Boys.
1 Primary School ditto (Europeans).
37 Primary Schools for Girls.
7 Special Institutions at—
- Lahore Government Central Training College.
- „ „ Normal School.
- „ „ Mayo School of Art.
- „ Aided Law School.
- „ Government Medical School.
- „ „ Railway Technical School.
- „ „ Veterinary School.

262 Private Schools (226 for Boys and 36 for Girls).

411

AMRITSAR DISTRICT—

1 Municipal Board College.
13 Secondary Schools for Boys at—
- Amritsar M.B., A.-V., High.
- „ Aided (Mission) A.-V., „
- „ „ (M. A. O.) „ „
- „ Unaided (Hindu) „ „
- Tarn Táran D.B., A.-V., Middle.
- Amritsar Aided (Mission Night), A.V., Middle.
- Majítha „ (Mission) „ „
- Ajnála D.B., V. „
- Rám Dás „ „ „
- Rája Sánsí „ „ „
- Vairowál „ „ „
- Fathábád „ „ „
- Butála „ „ „

3 Secondary Schools for Girls at—
- Amritsar Aided (Alexandra), A.-V., High.
- „ „ (Christian Boarding), A.-V., Middle.
- „ M.B., V., Middle.

80 Primary Schools for Boys.
46 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
239 Private Schools (230 for Boys and 9 for Girls).

383

GURDASPUR DISTRICT—

11 Secondary Schools for Boys at—
- Gurdáspur M.B., A.V., High.
- Batála Aided (Baring School), A.-V., High.
- „ M.B., A.V., Middle.
- Dínánagar M.-B., A.V., Middle.
- Pathánkot „ „ „
- Srígobindpur „ „ „
- Dera Bába Nának „ „ „
- Batála City Aided (Mission) A.-V., „
- Kanjrúr D.B., V. „
- Sujánpur M.B., V. „ „
- Kalánour „ „ „

1 Secondary School for Girls at—
- Dalhousie Aided (European), E., Middle.

99 Primary Schools for Boys.
8 Primary Schools for Girls.
151 Private Schools (149 for Boys and 2 for Girls).

270

GUJRANWALA DISTRICT—

8 Secondary Schools for Boys at—
- Gujránwála Aided (Mission), A.-V., High.
- Wazírábád „ („) „ „
- Gujránwála M.B., A.V., Middle.
- Akálgarh D.B., „ „
- Emináb ád Unaided „ „
- Háfizabad D.B., V., „
- Rámnagar M.B., V. „
- Qila' Dídár Singh M. B. V., Middle.

1 Secondary School for Girls at—
- Gujránwála Aided (Mission), V., Middle.

71 Primary Schools for Boys.
22 Primary Schools for Girls.
194 Private Schools (184 for Boys and 10 for Girls).

296

1721

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College.
14 Secondary Schools for Boys at—
Siálkot M.B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V. Middle.
Zafarwál „ „ „
Jámke „ „ „
Nárowál Aided, „ „
Siálkot Unaided, „ „
(Christian Training Institute).
Daska Unaided (Mission) A.V., Middle.
Sankhatra D.B., V., „
Sambríyál „ „ „
Gota „ „ „
Daska M.B. „ „
Qila' Sobha Singh M. B. „ „
1 Secondary School for Girls at—
Siálkot, Aided (Convent), E., Middle.
79 Primary Schools for Boys.
33 Primary Schools for Girls.
309 Private Schools (307 for Boys and 2 for Girls).

437

GUJRAT DISTRICT—

7 Secondary Schools for Boys at—
Gujrát M.B., A.-V., High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle.
Dinga „ („) „ „
Gujrát Unaided (Islámia) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattán, Aided „ „
46 Primary Schools for Boys.
3 Primary Schools for Girls.
512 Private Schools (502 for Boys and 10 for Girls).

568

SHAHPUR DISTRICT—

6 Secondary Schools for Boys at—
Bhera M.B., A.V., High.
Sháhpur D.B., „ Middle.
(Davies' School).
Miání M.B., A.-V. „
Naushahra D.B., V. „
Khusháb M.B., „ „
Sáhíwál „ „ „
45 Primary Schools for Boys.
9 Primary Schools for Girls.
294 Private Schools (280 for Boys and 14 for Girls).

354

JHELUM DISTRICT—

6 Secondary Schools for Boys at—
Jhelum M.B., A.-V., High.
Pind Dádan Khán M. B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
39 Primary Schools for Boys.
13 Primary Schools for Girls.
674 Private Schools (493 for Boys and 181 for Girls).

732

RAWALPINDI DISTRICT—

12 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L. M. A.), E., „
Ságrí D.B., A.-V., Middle.
Ráwalpindi M.B. „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station), „ „
Gujar Khán D.B., V. „
Kallar „ „ „
Sukhú „ „ „
Guliána „ „ „
Pindígheb M.B., „ „
4 Secondary Schools for Girls at—
Murree—Government (L.M.A.), E., High.
„ Aided (St. Deny's), E., Middle.
„ (Convent), „ „
Ráwalpindi „ (Do.), „ „
72 Primary Schools for Boys.
23 Primary Schools for Girls.
1 Special School at—
Ráwalpindi Government Normal School for Masters.
527 Private Schools (520 for Boys and 7 for Girls).

639

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M.B., A.-V., Middle.
Haripur „ „ „
Kot Najíbullah D.B., V. „
Baffa M.B., „ „
25 Primary Schools for Boys.
630 Private Schools (549 for Boys and 81 for Girls).

659

PESHAWAR DISTRICT—

8 Secondary Schools for Boys at—
Pesháwar M.B., A.-V., High.
„ Aided (Edwardes' Mission) A.-V. „
Mardán D.B., V., Middle.
Nausháhra Kalán „ „
Chársadda „ „
Ziáda „ „
Chamkání „ „
Tangí „ „
49 Primary Schools for Boys.
2 Primary Schools for Girls.
367 Private Schools (352 for Boys and 15 for Girls).

426

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát M.B., A.-V., High.
8 Primary Schools for Boys.
126 Private Schools for Boys.

135

3950

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

8 Secondary Schools for Boys at—

Mooltan	M.B.,	A.-V.,	High.
„	Aided (Mission,)	A.V.,	High.
Shujábád	M.B.,	A.-V.,	Middle.
Cantonment	Aided „	„	
Kahror	D.B.,	V.,	„
Saráe Siddhú	„	„	„
Jalálpur	M.B.,	„	„
Talamba	„	„	„

66 Primary Schools for Boys.

4 Primary Schools for Girls.

2 „ „ for European Girls at Mooltan.

1 Special School at—

Mooltan Government Normal School for Masters.

174 Private Schools (161 for Boys and 13 for Girls).

255

BANNU DISTRICT—

5 Secondary Schools for Boys at—

Bannú	M.B.,	A.-V.,	Middle.
„	Aided (Mission),	„	„
Míánwálí	D.B.,	V.	„
Mína Khel	M.B.,	„	„
'Isa Khel	„	„	„

32 Primary Schools for Boys.

329 Private Schools (309 for Boys and 20 for Girls).

366

DERA ISMA'IL KHÁN DISTRICT—

5 Secondary Schools for Boys at—

D. I. Khán	Aided (Mission)	A.-V.,	High.
„	M.B.,	„	Middle.
Leiah	„	„	„
Bhakkar	„	„	„
Kuláchí	„	„	„

29 Primary Schools for Boys.

4 Primary Schools for Girls.

413 Private Schools (324 for Boys and 89 for Girls).

451

DERA GHAZI KHAN DISTRICT—

5 Secondary Schools for Boys at—

D. G. Khán	M.B.,	A.-V.,	High.
Rájanpur	„	„	Middle.
Rojhán	D.B.,	V.	„
Taunsa	„	„	„
Jámpur	M.B.,	„	„

43 Primary Schools for Boys.

129 Private Schools (112 for Boys and 17 for Girls).

177

MUZAFFARGARH DISTRICT—

3 Secondary Schools for Boys at—

Muzaffargarh	M.B.,	A.-V.,	Middle.
Kot Addu	D.B.,	V.	„
'Alípur	M.B.,	„	„

36 Primary Schools for Boys.

76 Private Schools (73 for Boys and 3 for Girls).

115

1364

pter I, 1.
eneral
mmary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
For Males.												
Arts Colleges ... English	6	6	...	...	462	389	73	...	1,03,986	1,02,861	1,125	...
Arts Colleges ... Oriental	1	1	...	...	72	79	...	7	20,782	20,541	241	...
Medical College	1	1	...	...	144	124	20	...	60,353	61,370	...	1,017
High Schools	54	47	7	...	16,639	13,841	2,798	...	4,75,523	4,53,863	21,660	...
Middle Schools	205	210	...	5	32,070	30,937	1,133	...	3,15,870	3,27,540	...	11,670
Total Secondary Schools ...	259	257	2	...	48,709	44,778	3,931	...	7,91,393	7,81,403	9,990	...
Primary Schools	1,733	1,726	7	...	88,972	83,249	5,723	...	3,89,711	3,83,772	5,939	...
Total Schools for General Education	1,992	1,983	9	...	137,681	128,027	9,654	...	11,81,104	11,65,175	15,929	...
Schools for Special Instruction	13	12	1	...	1,294	1,124	170	...	1,32,287	1,22,492	9,795	...
Total Schools for General Education and for Special Instruction	2,005	1,995	10	...	138,975	129,151	9,824	...	13,13,391	12,87,667	25,724	...
For Females.												
High Schools	6	6	...	...	559	508	51	...	41,524	40,999	525	...
Middle Schools	22	20	2	...	1,319	1,138	181	...	66,092	62,492	3,600	...
Total Secondary Schools ...	28	26	2	...	1,878	1,646	232	...	1,07,616	1,03,491	4,125	...
Primary Schools	313	299	14	...	10,106	9,012	1,094	...	71,061	71,274	...	213
Total Schools for General Education	341	325	16	...	11,984	10,658	1,326	...	1,78,677	1,74,765	3,912	...
Total Public Institutions for Males and Females ...	2,354	2,328	26	...	151,637	140,401	11,236	...	16,77,189	16,47,204	29,985	...
PRIVATE INSTITUTIONS.												
For Males	6,443	6,314	129	...	100,412	93,313	7,099	...	...	...	...	...
For Females	611	998	...	387	8,178	11,999	...	3,821	...	...	...	...
Total Males and Females ...	7,054	7,312	...	258	108,590	105,312	3,278	...	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,408	9,640	...	232	260,227	245,713	14,514	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,39,080	1,28,274	10,806	...
Other charges...	...	...	...	...	...	...	...	...	8,54,230	7,58,131	96,099	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	26,70,499	25,33,609	1,36,890	...
	Number of Scholars.											
High Stage ... ... Boys	2,061	1,708	353	...	From Imperial Revenues ...				1,32,405	1,31,869	536	...
High Stage ... ... Girls	38	22	16	...	,, Provincial Revenues ...				8,72,759	7,37,496	1,35,263	...
Middle Stage ... Boys	11,640	10,955	685	...	,, District Funds				6,02,207	5,65,813	36,394	...
Middle Stage ... Girls	401	370	31	...	,, Municipal Funds ...				3,40,686	3,27,150	13,536	...
Total ... ... Boys	13,701	12,663	1,038	...	,, Fees ... Tuition fees ...				4,10,959	3,96,073	14,886	...
Total ... ... Girls	439	392	47	...	,, Fees ... Other fees ...				37,735	36,087	1,648	...
Upper Primary Stage* Boys	24,490	23,612	878	...	,, Other sources				2,73,748	3,39,121	...	65,373
Upper Primary Stage* Girls	1,089	865	224	...								
Lower Primary Stage* Boys	99,491	91,791	7,700	...								
Lower Primary Stage* Girls	10,455	9,362	1,093	...								
Total ... ... Boys	123,981	115,403	8,578	...								
Total ... ... Girls	11,544	10,227	1,317	...			Total ...		26,70,499	25,33,609	1,36,890	...

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

	Paras.
General Summary of Statistics ...	1—9
Expenditure	10—16
Fees	17
Examinations	18
Moral training, discipline, and conduct	19
Physical training	20
General progress	21
Management of Schools by District Boards	22
Management of Schools by Municipal Boards	23
Expenditure on education from District Funds	24—25
Expenditure on education from Municipal Funds	26—27
Educational movements outside the Department	28
Venture Schools	29

General Statistics.

1. The table on the opposite page gives a general summary of the statistics of educational institutions of all kinds in the Punjab for the last two years.

Number of institutions and scholars.

2. The number of Public Institutions rose during the past year from 2328 to 2354, or by 26, and the number of scholars from 140,401 to 151,637, or by 11,236. In Private Institutions, there was a fall in the number of schools from 7312 to 7054, or by 258, but a rise in the number of scholars from 105,312 to 108,590, or by 3278. The decline in the number of Private Schools, as explained in Chapter VIII, was probably owing to the incompleteness of the returns. Taking both Public and Private Institutions together, there are now 9408 of these in the Province, giving instruction to 260,227 scholars, or to about 8·3 per cent. of the children of a school-going age. This percentage is slightly lower than that given last year, as the census returns of 1891 have been taken.

Colleges.

3. The number of Colleges remains 8 as in the previous year,—7 Arts' Colleges, and 1 Medical College. The attendance on the Arts' Colleges rose from 468 to 534, or by over 14 per cent. The increase was wholly in the English Colleges, the numbers in the Oriental College having fallen from 79 to 72, of whom only 16 belong to Arts Classes properly so called,—the remaining 56 being students of Oriental Languages only. The numbers in the Medical College rose from 124 to 144, or by 16 per cent. Taking all the Colleges together, it will be found that 678 students are now in receipt of a University education, or 86 more than last year. Properly speaking, however, the Law students returned in Chapter V, of whom there are 85, should also be included in the number said to be receiving a University education, which would give a total of 763 such students in the Province.

Secondary Schools.

4. The Secondary Schools for boys rose by 2 during the year, from 257 to 259, and the number of scholars from 44,778 to 48,709. Besides these, there are 28 Secondary Schools for girls, with an attendance of 1878, against 26 schools, with 1646 scholars in the previous year. The whole number of Secondary Schools for both boys and girls is 287, with 50,587 scholars, as compared with 283 schools and 46,424 scholars last year, or an increase, in the scholars, of about 9 per cent. Of the present number of Secondary Schools, 129 are Vernacular, 130 Anglo-Vernacular, and 28 Schools for European children; and of the scholars, 2099 belong to the High, 12,041 to the Middle, and 36,447 to the Primary stage of instruction.

Chapter I, 5. General Summary. Primary Schools.

5. The number of Primary Schools for boys increased since last year from 1726 to 1733, or by 7, and the number of scholars from 83,249 to 88,972, or by 5723. The number of Primary Schools for girls rose by 14, or from 299 to 313, and the number of scholars by 1094, or from 9012 to 10,106. Taking both boys' and girls' Primary Schools together, there are now altogether 2046 such schools in the Province, attended by 99,078 scholars, against 2,025 schools and 92,261 scholars last year, or an increase, in the scholars, of over 7 per cent. If the number in the Primary Departments of the Secondary Schools, or 36,447, be added to the above, it will be found that the whole number at the Primary stage of instruction in Public Schools is 135,525, of whom 25,579 belong to the Upper Primary, and 109,946 to the Lower Primary Department.

Schools for Special Instruction.

6. Besides the ordinary schools for general education, there are 13 schools for Special Instruction instead of 12 last year. These consist of 6 Training Institutions for Male Teachers—a Training College and 5 Normal Schools, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 3 Industrial Schools The increase was in one of the Normal Schools, of which there were but 4 last year. The attendance on all the Special Schools at the end of the year was 1294, or 170 more than in the previous year, of whom 8, belonging to the Medical School, were females. All the rest were males, the method of training Female Teachers, as explained last year, being by means of Normal Classes attached to some of the ordinary schools.

Management of the Public Institutions.

7. The following is a statement of the Public Institutions according to their management :—

		Institutions.	*Scholars.*
Under Government management	...	22	3,426
„ Board „ ...	...	2,045	125,398
„ Private „ Aided ...		244	18,775
„ „ „ Unaided		43	4,038
Total	...	2,354	151,637

Only 22 institutions, or less than 1 per cent. of the whole, are managed by Government. These consist of an Arts College, a Medical College, 10 of the Schools for Special Instruction referred to in the last paragraph, 5 Model or Practising Schools attached to the Training Institutions, the Military Asylums at Sanáwar and Murree, and the Anglo-Arabic School at Delhi,—the last two being Government Institutions in the sense only that their Managing Committees are appointed by Government. The number of scholars in institutions managed by Government is only 3426, or a little over 2 per cent. of the total. Nearly 87 per cent. of the institutions, and over 82 per cent. of the scholars, are under Municipal or District Boards. The institutions under Private management number 287, and the scholars 22,813, or 12 and 15 per cent., respectively, of the whole.

Private Institutions.

8. Of the 7054 Private Institutions, 6735 are ordinary Indigenous Schools, the remainder, or 319, including 5 schools for European children, being what are called Venture Schools. These schools, though not conforming to the prescribed standards, give a general education, and are an interesting and increasing quantity, in transition into Public Schools. Of the whole number of Private Institutions, 6443 are for boys and 611 for girls, with 100,412 and 8178 scholars, respectively. Of the boys, 9320 read one or other of the Oriental Classical Languages, almost exclusively; 45,777 attend on instruction in the Qurán; 35,300 read in Elementary Schools teaching mostly a Vernacular Language only;

and 10,015 attend the Venture Schools already referred to. Of the girls, 6299 attend for instruction in religious books by rote, chiefly the Qurán; 1081 attend the Elementary Schools teaching a Vernacular only; and 798, the Venture Schools. The useful instruction gained from the Classical or Rote Schools is not considerable; but the influence of the Department, under the grant-in-aid rules, on the other Indigenous Schools, is increasing yearly. During the past year, 582 of these schools, with an attendance of 23,607 scholars, were examined for grants, or 170 schools, with 8162 scholars, more than in the previous year.

Classification of scholars according to race or creed.

9. In Public Institutions, the scholars are classified according to race or creed, thus,—Hindús 89,181, Muhammadans 58,988, Native Christians 1067, Europeans 2076, others 325; in Private Institutions, Hindús 33,946, Muhammadans 72,505, Native Christians 971, Europeans 55, others 1113. In Public Institutions, the proportion of Hindú to Muhammadan scholars is as 100 : 66; in Private Institutions, it is about 47 : 100; and in both together, or in the total under instruction, it is 94 : 100, as against 79 : 100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions arises from the large atttendance on Rote Schools, implying the smallest instructional advantage; whereas the bulk of the Hindú attendance on the same class of institutions is in the hopeful Elementary Vernacular Schools. It may be noticed as of some importance, that the number returned under 'Others,' or 1438 in all, is a quickly rising quantity.

Expenditure.

10. The departmental expenditure for the past year was Rs. 26,70,499, or an advance of Rs. 1,36,890 on last year. The total *direct* expenditure, that is, expenditure on tuition, was Rs. 16,77,189, or Rs. 29,985 more than in the previous year. The *indirect* expenditure, that is, expenditure on Direction, Inspection, Buildings, Scholarships, &c., amounted to Rs. 9,93,310, or an increase of Rs. 1,06,905. This increase is really Rs. 7,815 more than it should be, as, according to the Department of Public Works final accounts, our indirect expenditure for last year was given short by that amount. The rise in direct expenditure is pretty evenly distributed over the Secondary, Primary, and Special Schools; that in indirect expenditure was mainly on Buildings. Of the total expenditure, 62·8 per cent. was *direct*, and 37·2 per cent. *indirect*.

Direct expenditure.

11. The direct expenditure on University Education was Rs. 1,85,121, or only Rs. 349 more than in the previous year, the Arts Colleges showing a slight rise, and the Medical College an almost corresponding decline. In Boys' Schools for General Education, the expenditure was Rs. 11,81,104, or Rs. 15,929 more than last year—Rs. 9,990 on the Secondary Schools, and Rs. 5,939 on the Primary. The rise was chiefly due to the opening of new schools, and to additional expenditure on Physical Training, under the new regulations. In Girls' Schools, the expenditure rose by Rs. 3,912 to Rs. 1,78,677. The whole expenditure on Schools for General Education was Rs. 13,59,781. In Schools for Special Education, the expenditure was Rs. 1,32,287, or Rs. 9,795 more than in the previous year. Of this amount, Rs. 57,580 were spent on the Training Institutions for Teachers, and Rs. 74,707 on the other Schools for Professional and Technical Education. Of the increased expenditure on these institutions, Rs. 1,868 fell to the Training Institutions, owing to the extra Normal School, and Rs. 7,927 to the remaining schools, chiefly to the School of Art, the Medical School, and the Railway Technical School, at Lahore.

Indirect expenditure.

12. Indirect expenditure is returned in the General Summary under Scholarships and 'Other Charges.' On Scholarships, the expenditure was Rs. 1,39,080, or Rs. 10,806 more than last year,

Chapter I, 13. General Summary.

the rise being mostly on Scholarships in Girls' Schools, and on Jubilee and Zamíndárí Scholarships in Boys' Secondary Schools. The details under the head of 'Other Charges' are given below, and show an increase of Rs. 96,099 :—

	1891-92.	1890-91.	Increase.	Decrease.
(1). Buildings	3,40,334	2,63,842	76,492	...
(2). Furniture and Apparatus...	44,580	44,653	...	73
(3). University	65,375	72,091	...	6,716
(4). Direction	39,872	44,436	...	4,564
(5). Inspection	1,65,432	1,63,200	2,232	...
(6). Miscellaneous	1,98,637	1,69,909	28,728	...
Total	8,54,230	7,58,131	96,099	...

The increase is on Buildings, Inspection, and Miscellaneous. The greatly increased expenditure on Buildings is due chiefly to the new Barracks in course of erection at the Lawrence Military Asylum, Sanáwar. Heavy charges are also returned in connection with the St. Stephen's Mission College and Ghází-ud-dín Madrassa, at Delhi, and with the completion of the Government College Boarding House, the Railway Technical School, and the Mayo School of Art, and the purchase of the Presbyterian Church for the use of the Government College, at Lahore. The small increase on Inspection is owing to the enhanced pay of the Additional Inspector, Deraját Circle, and the new appointment of a Personal Assistant to that Inspector. The rise under Miscellaneous was mostly on account of increased grants to Private Schools, special grants towards the patronage of literature, the cost (recoverable) of the Fourth Edition of the Punjab Education Code, and Athletic Sports and Tournament expenses.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,32,405, which is much as last year, and 4·95 per cent. of the total. This expenditure is principally on the Lawrence Military Asylum at Sanáwar. It also includes a grant towards the support of the Veterinary School at Lahore. In the General Tables prescribed for Educational Statistics, expenditure from Imperial Revenues is given under the head of 'Other Sources,' and is discriminated by marginal notes.

Expenditure from Provincial Revenues.

14. The expenditure from Provincial Revenues rose by Rs. 1,35,263 to Rs. 8,72,759, or to 32·68 per cent. of the total. This large increase is made up of Rs. 12,142 of direct expenditure, mostly on the Schools for Special Instruction and on enhanced grants-in-aid, and of Rs. 1,23,121 of indirect expenditure, of which Rs. 1,05,154 is on account of the extensive building operations already referred to, and the remainder mostly on increased scholarships, and grants for the encouragement of literature.

Expenditure from District and Municipal Funds.

15. There is also a rise in the expenditure from District and Municipal Funds of Rs. 36,394 and Rs. 13,536, respectively, making the former Rs. 6,02,207, or 22·55 per cent. of the whole, and the latter Rs. 3,40,686, or 12·75 per cent. The increased expenditure from District Funds was mainly due to the larger number of schools, the employment of Gymnastic Teachers, greater activity in the provision of new buildings, an enhanced contribution to the Lahore Medical College, and large grants to

Chapter I, 16. General Summary.

Indigenous Schools. The rise from Municipal Funds was mostly on account of buildings and furniture, increased grants to Indigenous Schools, a larger contribution to the Medical College, and more teachers for the Industrial Schools.

Expenditure from 'Other Sources.'

16. The expenditure from what is called 'Other Sources,' after excluding the amount paid from Imperial Revenues referred to above, is made up chiefly of subscriptions and endowments in support of the Institutions under Private Management. The return under this head, with a large decrease of Rs. 65,373, is Rs. 2,73,748, or 10·25 per cent. of the total. The decrease is mainly under Buildings and Furniture, part of the expenditure on the Aitchison College having been returned in the previous year. It may be observed that as institutions privately managed use their school funds to supplement the fees and grants, the expenditure from those funds tends to decrease in almost exact proportion to the rise in income from those other sources.

Fees.

17. The income from tuition fees rose since last year by Rs. 14,886, and now stands at Rs. 4,10,959. Add to this the income from fees for admission to the University Examinations returned under Other Fees, and the whole fee income for the year amounts to Rs. 4,48,694, or 16·8 per cent. of the total expenditure on education. The increase in the tuition fees was almost exclusively in the Colleges and Secondary Schools, with a fall in the Primary Schools notwithstanding larger numbers. The decrease was wholly in the schools under private management. It may be here stated that no change took place in the fee rates last year, and that the next enhancement, which will be the last, is not due till 1893-94.

Examination results.

18. The statement below compares the number of successful candidates in the University and Departmental Examinations for the last two years :—

					Number of successful Candidates.			
					1891-92.	1890-91.	Increase.	Decrease.
1.	Master of Arts Examination				2	3	...	1
	Master of Oriental Learning				1	...	1	...
2.	Bachelor of Arts				45	37	8	...
	Bachelor of Oriental Learning				4	4	...	...
3.	Intermediate	Arts	Calcutta		8	...	8	...
			Punjab		(a) 152	84	68	...
		Oriental, Punjab			6	3	3	...
4.	Entrance Examination, Calcutta		Boys		38	57	...	19
			Girls		1	1	...	...
5.	Ditto, Punjab and similar Standard Examinations.	English	Boys		(b) 599	321	278	...
			Girls		3	1	2	...
		Vernacular	Boys		6	10	...	4
6.	Middle School and similar Standard Examinations.	English	Boys		1,766	1,745	21	...
			Girls		51	33	18	...
		Vernacular	Boys		1,219	865	354	...
			Girls		23	7	16	...
7.	Upper Primary and 4th Standard Examinations.	Boys			8,147	7,613	534	...
		Girls			279	226	53	...
8.	Lower Primary and 2nd Standard Examinations.	Boys			11,954	11,612	342	...
		Girls			647	533	114	...

(a). Includes 2 of those who passed the Calcutta First Arts Examination.

(b). Includes 28 of those who passed the Calcutta Entrance Examination.

Chapter I, 19. General Summary.

In the Degree Examinations there is, on the whole, a marked increase in the number of successes, although the Masters Degrees as yet attract but few. In the Intermediate Examination, there is a rise of 90 per cent. in the passes, and, as will be seen in the Chapter on University Education, the proportion of passes to candidates was very favourable. The results of the Entrance Examination of the Punjab University, with a rise of 83 per cent. in the number of passes, and an increased proportion of successes to candidates, are satisfactory; but the decreased return of passes for the Calcutta Entrance Examination, out of a greater number of candidates, is not so. This Examination, however, is not now included in the Punjab system, although candidates continue to appear in it. The increase of passes in the Middle School Examination, especially on the Vernacular side, is considerable; and the percentage of passes to candidates, or 69, is a little above that of last year. Both the Primary Examinations show a decided advance on the previous year; and the increase of 22 per cent. on the side of the Girls' Schools is hopeful for the advance of Female Education. The Inspectors report, on the whole, favourably of the classes not examined by the standards; and from this, as well as from the results recorded above, it may be concluded that the year under report was one of satisfactory progress instructionally.

Moral training, discipline, and conduct.

19. As explained last year, emphasis is being more and more put on the necessity of influencing the characters, as well as the intellects, of the scholars, with the result that there is an awakened interest throughout the Province in this important subject. And along with this higher object of education, and with the increase of trained teachers, the tone and discipline of the schools appear to be decidedly improving. The conduct and demeanour of the scholars, with the exception of cases of prompting, and sometimes of copying, in the examinations, are said to have been generally satisfactory. Where there were slight breaches of discipline, these seem to have occurred only where the teachers, being of feeble character, and unable to maintain order and discipline, were harsh or partial in their dealings with the boys. "On the whole, however," says the Inspector of the Jullundur Circle, "the influence of the teachers on their pupils has been good, and the reports on the conduct of the students, supplemented, as they are, by my own personal observations, are very favourable." The Inspector of the Delhi Circle remarks: "I have noticed a decided tendency among teachers to observe more carefully an attitude becoming their position, and a greater promptitude in detecting irregularities." It is this growth of strength and moral fibre in the Masters that will most affect the spirit and conduct of the scholars. The Inspector of the Lahore Circle doubts whether, except in Mission Schools, school authorities and teachers trouble themselves much about moral instruction, being chiefly absorbed in plodding through the prescribed courses; and he remarks, "we seem to have devised a very admirable teaching machine, but not to have succeeded in creating a soul in every part of it." If we can, as we are gradually doing, put a right spirit in the teachers, there will, it may be hoped, be less doubt about the soul in the machine.

Physical Training.

20. The new regulations regarding Physical Training are incorporated in Chapter XV of the new edition of the Education Code, which was printed and issued in September last. These regulations have been brought to the notice of Local Bodies and School Managers, and something has been done to put them into operation; but it will take some time, because of the arrangements necessary and the expense, before they can be generally

applied. Yet the reports, for the past year, on this subject, are everywhere favourable. More teachers and itinerant instructors have been appointed; more apparatus has been supplied; the teaching has become more systematic; games and sports have been increasingly encouraged; play-grounds have been provided; tournaments have been more generally organized; and, in all respects, there has been everywhere progress, more or less. The interest taken by District Officers in this cause is generally encouraging,—in some instances notably so; and the liberal supply of funds by many of the Local Bodies to meet the expenses of the Annual Tournaments merits the warm acknowledgments of the Department.

General progress during the year.

21. From what has been said above, in brief summary of the statistical returns, it may, I think, be safely inferred, that the year under report was one of fair progress in most directions. The increased numbers in both Colleges and Schools; the improved results in most of the public examinations; the growing change for the better in the efficiency of the Masters, and, to a certain extent, in the tone and discipline of the schools; the advance of physical training; and the increase of Private Schools brought under the influence of the Department,—all these are indications of tangible progress. Something was also done, during the year, for the supply of school houses and boarding accommodation; and the Text-Book Committee was even more active than usual in the preparation of school books. It is true that Female Education remains very backward, and has to wait on the slow preparation of fit instruments, and that there is not yet that spontaneity about the educational movement, especially in its lower phases, that might be desired; but there are substantial grounds of hope, notwithstanding. On the increase of Private Schools brought in touch with the Department, the Inspector of Ráwalpindi (Mr. Thompson) remarks:—"What I consider the most hopeful and satisfactory sign of progress during the year is the increase of Indigenous and other Private Schools on the list of institutions earning grants, under Chapter III of the Code;" and further on,—"The most important portion of the whole educational fabric is, after all, its groundwork, or primary education; and the signs that are visible of the future extension of primary education by the help of these Aided Private Schools, are to be seen in the increase, for this year alone, of 644 boys (for the Province the increase was 4521) in attendance on Other Private Schools, where exactly the same course of studies is pursued as in the Primary Board Schools." Speaking of the progress for the year generally, the Delhi Inspector (Mr. Harvey) says:—"There has been both intellectual and moral improvement all round, not to be judged of from statistics or results of examinations, but from the better relations between master and pupil, and between the pupils themselves. There is a quickness of perception among boys of the Delhi Circle, which I have met with nowhere else; and the question is whether this quality has been guided in the proper channel by those entrusted with it or not. There is, of course, much else in the character of the people, as was remarked last year, which can only be eradicated by time and patience; but still there are evidences of real progress each year, which must not be ignored or lost sight of, because it is not as rapid as might be wished."

Management of Schools by District Boards.

22. Of the 2354 Public Institutions in the Province, 1724, or 73 per cent. of these, are under the management of District Boards, including, practically, all the Vernacular Primary Schools. It is, therefore, of great importance how these institutions are managed under the Local Board machinery. Inspecting Officers

Chapter I, 23. General Summary.

are generally of opinion that the more enlightened members of District Boards take a real interest in the schools, especially in those at, or near, their homes, and that the cause of education is distinctly helped by their countenance and support. In some cases they make the success of the schools within their iláqas a matter of considerable personal concern; and Girls' Schools have been frequently helped in this way. But it is also generally admitted, that the actual management of what are called District Board Schools rests, not with the District Boards, but with the District authorities, assisted by the District Inspector. "Matters of importance," says Lála Piyáre Lál, "are, no doubt, laid before the meetings of the Boards; but they are generally decided in accordance with the views held on them by the Deputy Commissioners. This is especially the case in financial matters, which the other members are not in a position to fully understand. Instances, however, are not wanting, in which intelligent members have tried successfully to press their views on the other members, and to carry their points. The executive power is vested in the Deputy Commissioners, or in the Assistants, to whom the management of the schools may be entrusted." In the Frontier Districts, the Local Boards do not, as yet, take any part in the management of the schools. It is, therefore, chiefly on the District Officers, backed by energy and good sense on the part of the District Inspectors, that the success of the District Board Schools depends. And, as a rule, the management, on the lines indicated, is efficient. In many cases, it is warmly interested and progressive. The experiment of select Educational Sub-Committees, which might, with advantage, I think, be more generally tried—the District Inspector being always a member—is perhaps the best method for training the District Boards to become a more effective agency in school administration.

Management of Schools by Municipal Boards.

23. The management of schools by Municipal Boards is largely independent, though subject to the control of the District authorities; and this concerns 321 schools in all, including more than one-half of the Anglo-Vernacular Schools of the Province. With a few exceptions, the management, during the past year, was fairly satisfactory; and, in some instances, it was conspicuously so. Where there was failure, this was due to circumstances which have been frequently referred to; indifference to the wants of the schools; disregard of the growing educational requirements of the localities; delay in replying to urgent references; interference with the legitimate authority of the Head Masters; and party spirit and partiality, which lead to irritation and disagreements, and, not infrequently, great harm to the schools. Specific illustrations might be given; but it will be enough to merely indicate generally how this bad management shows itself. Occasionally, small but important requirements of schools will be pointed out by the Inspecting Officers, and repeated year after year, but will not be supplied. Some of the larger Municipalities, which spend next to nothing on education, will allow their schools to be overcrowded and in want of appliances, and will reluctantly give the small grants awarded under the Code to Private Schools within their jurisdiction. The salary of a Head Master will be reduced because of the strict observance of rules with regard to a pupil related to a member of the Committee. A boy recommended for expulsion on a grave charge by the Head Master will be retained in the school; and recently a Head Master was pressed to certify to the good conduct of such a boy for admission to the Entrance Examination. The proposal to abolish a department of a school to get rid of an over-conscientious Head Master has more than once been put forward; and, at the present

moment, a case has been reported to me in which the members of a Committee, to do harm to the repute of such a Master, have actually started an opposition Private School. Circumstances like these do not tend to advance the cause of public instruction, or add to the vital strength of the schools; and they are certainly to be deplored. Nevertheless, I believe that things, in the worst cases, are better than they were, and that under the guidance of the already constituted controlling authority, which can always interfere to check irregularities, the true spirit may soon be awakened in the few remaining worst, as it has already been in the best, Managing Boards.

Extent to which District Boards fulfil their obligations as to expenditure on education.

24. The table given on the following pages will show to what extent the various District Boards fulfilled their obligations with regard to expenditure on education during the past year. It has been laid down by Government that each District Board may be called upon to spend on education, exclusive of charges for the construction and maintenance of buildings, *twenty-five* per cent. of the District Fund annual income, not including grants from public sources, nor fees. From columns 8 and 9 of the table, it will be found that the total budget provision for the Province fell short of the minimum that might be required by Rs. 1,09,298; and from column 17, that the gross expenditure was less than the budget provision by Rs. 27,700. There was thus spent by District Boards on their schools the sum of Rs. 1,36,998 less than they might have been called upon to spend. Comparing columns 23 and 25, it will be found that the *net* expenditure—that is, the expenditure from the twenty-five per cent. requirement, exceeded the amount of that expenditure before localisation by Rs. 76,154. It also exceeded the amount spent last year by Rs. 25,571, which shows considerable educational expansion; although it was less than what might have been required by Rs. 1,40,921. The second section of the table (columns 15 and 16) shows that the budget provision for Primary Education fell short of what might have been required by Rs. 65,009.

Obligation of District Boards considered by Circles and Districts.

25. If the obligation of District Boards in this respect be considered by Circles, it will be found that the Jullundur Circle stands first, with 87 per cent. of the expenditure that might be required; the Ráwalpindi Circle stands second, with 79 per cent.; the Lahore and Deraját Circles stand together third, with 78 per cent. each; and the Delhi Circle, fifth, with 69 per cent. From this it will be seen that the Delhi Circle, with most ground to make up, has the most means available for the purpose. If the Districts be compared in this respect, leaving Simla out as having almost nothing to spend on education, it will be found that the Ludhiána, Jullundur, Amritsar, Gujránwála, and Dera Ghází Khán Districts head the list with more than the minima that might be required; the Gujrát District follows with 91 per cent.; the Jhelum District, with 90; the Ráwalpindi, Hoshiárpur, Muzaffargarh, Sháhpur, Hazára, Karnál, and Delhi Districts follow with between 80 and 90 per cent.; eight other Districts spend between 70 and 80 per cent.; five others between 60 and 70 per cent.; the Jhang District spends 50 per cent., the Hissár District 39, and the Kohát District only 30 per cent. of what they might be called upon to spend.

Extent to which Municipal Boards fulfil their obligation as to expenditure on education.

26. The table, which extends from page 14 to 23, will show the extent to which Municipal Boards fulfilled their pecuniary obligations to education during last year. It is laid down for Municipal Boards that they may be required to spend on education, not

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5) and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	...	550	25,166	25,884	13,023	...	...	...
2. Rohtak	216	...	...	...	1,000	24,966	26,182	19,092	216	...	...
3. Gurgáon	...	...	...	...	1,500	29,733	31,233	26,519	...	...	...
4. Delhi	180	702	...	...	1,150	23,434	25,466	19,965	180	...	...
5. Karnál	400	...	...	...	1,000	18,850	20,250	18,960	400	...	...
6. Umballa	400	...	...	...	2,925	34,519	37,844	27,500	400	...	...
7. Simla	145	...	...	115	60	388	708	1,368	145	...	115
Total Delhi Circle ...	1,341	702	168	115	8,185	1,57,056	1,67,567	1,26,427	1,341	...	115
8. Kángra	337	...	...	308	900	22,809	24,354	17,804	337	..	308
9. Hoshiárpur	360	...	68	96	2,400	36,010	38,934	38,161	360	...	96
10. Jullundur	180	594	...	...	2,600	34,046	37,420	36,347	180	...	...
11. Ludhiána	288	...	...	...	3,600	26,296	30,184	31,136	288	...	...
12. Ferozepore	300	...	...	...	1,570	30,085	31,955	29,002	300	...	...
Total Jullundur Circle ...	1,465	594	68	404	11,070	1,49,246	1,62,847	1,52,450	1,465	...	404
13. Jhang	300	...	...	60	586	16,566	17,512	10,050	300	...	...
14. Montgomery ...	...	...	...	396	486	14,000	14,882	10,878	...	...	...
15. Lahore	180	648	...	...	1,400	24,040	26,268	20,258	180	...	...
16. Amritsar	400	...	...	...	6,100	25,170	31,670	30,000	400	...	...
17. Gurdáspur	252	...	...	...	3,400	37,889	41,541	34,000	252	...	...
18. Gujránwála... ...	400	...	189	...	3,700	15,538	19,827	21,055	400	84	...
Total Lahore Circle ...	1,532	648	189	456	15,672	1,33,203	1,51,700	1,26,241	1,532	84	...
19. Siálkot	...	...	210	150	3,300	37,402	41,062	33,765	...	...	120
20. Gujrát	...	...	...	100	2,220	15,153	17,473	17,473	...	...	...
21. Sháhpur	400	...	...	...	2,500	16,375	19,275	15,248	400	...	...
22. Jhelum	180	...	96	...	2,300	16,229	18,805	20,100	180	...	...
23. Ráwalpindi ...	400	460	...	...	1,600	22,352	24,812	23,672	400	...	...
24. Hazára	...	...	...	...	150	7,148	7,298	6,460	...	...	...
25. Pesháwar	...	144	...	...	300	19,482	19,926	16,390	...	...	...
26. Kohát	158	...	...	...	50	6,254	6,462	2,710	158	...	...
Total Ráwalpindi Circle...	1,138	604	306	250	12,420	1,40,395	1,55,113	1,35,818	1,138	...	120
27. Mooltan	400	...	192	...	700	24,205	25,497	19,925	400	...	...
28. Bannú	400	...	...	...	120	12,700	13,220	10,184	400	...	...
29. Dera Isma'íl Khán...	220	216	...	...	125	15,064	15,625	11,041	220	...	...
30. Dera Ghází Khán ...	400	...	352	...	140	10,007	10,899	12,108	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,632	13,132	12,108	400	...	...
Total Deraját Circle ...	1,820	216	544	...	1,185	74,608	78,373	65,366	1,820	...	...
Grand Total for the Punjab	7,296	2,764	1,275	1,225	48,532	6,54,508	7,15,600	6,06,302	7,296	84	639

from the District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Gross expenditure during the school year other than that on school buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except school buildings.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,099	15,649	8,392	10,660	...	...	168	...	528	9,964	9,209	8,141
700	14,980	15,896	9,036	18,013	216	...	...	...	1,010	16,787	16,268	16,209
700	17,840	18,540	15,312	24,858	...	...	...	...	1,756	23,102	23,697	21,274
400	14,278	14,858	8,508	21,117	180	648	264	...	921	19,104	17,076	16,907
600	11,370	12,370	11,412	16,776	400	...	...	...	844	15,532	15,470	11,641
1,350	20,948	22,698	14,758	25,995	400	...	...	...	2,426	23,169	24,869	24,072
60	233	553	1,262	1,180	145	...	...	114	138	783	887	1,096
4,360	94,748	1,00,564	68,680	1,18,599	1,341	648	432	114	7,623	1,08,441	1,07,476	99,340
300	13,775	14,720	8,525	18,372	337	...	54	881	951	16,149	14,526	12,340
2,000	21,606	24,062	21,271	34,835	360	...	...	96	3,085	31,294	27,511	22,711
1,750	20,644	22,574	21,317	39,504	180	594	342	469	2,275	35,644	31,494	29,079
1,700	16,062	18,050	15,449	32,103	288	...	...	110	3,478	28,227	23,748	21,723
900	18,151	19,351	15,297	20,560	300	...	49	...	1,508	18,703	14,155	14,430
6,650	90,238	98,757	81,859	1,45,374	1,465	594	445	1,556	11,297	1,30,017	1,11,434	1,00,283
354	9,940	10,594	6,040	9,328	300	...	...	99	555	8,374	8,528	8,883
450	8,400	8,850	6,712	8,917	...	...	...	2	514	8,401	7,822	5,597
700	14,424	15,304	10,318	20,546	180	648	...	...	1,199	18,519	17,994	15,975
2,600	15,102	18,102	17,725	33,030	400	...	760	72	6,467	25,331	24,228	21,993
3,040	22,787	26,079	32,829	31,462	252	...	...	...	2,356	28,854	29,602	25,340
3,000	9,323	12,807	15,562	20,184	400	...	215	120	3,850	15,599	14,469	14,477
10,144	79,976	91,736	89,186	1,23,467	1,532	648	975	293	14,941	1,05,078	1,02,643	92,265
2,400	22,612	25,132	19,048	30,856	...	...	206	236	3,332	27,082	27,550	22,168
1,200	9,092	10,292	9,942	17,056	...	...	643	85	2,532	18,796	14,780	15,107
500	9,825	10,725	9,544	16,645	400	...	...	...	2,526	13,719	11,626	8,292
1,300	9,737	11,217	11,765	19,226	180	...	96	91	4,181	14,678	13,340	15,255
800	14,034	15,234	17,481	22,679	400	460	...	...	1,773	20,046	19,689	16,129
57	4,311	4,368	4,536	6,199	...	...	...	...	201	5,998	6,014	6,054
150	11,689	11,839	9,625	14,653	...	144	...	...	171	14,338	12,271	10,622
50	3,752	3,960	1,710	2,104	158	...	...	24	44	1,878	2,094	1,289
6,457	85,052	92,767	83,651	1,29,418	1,138	604	945	436	14,760	1,11,535	1,07,364	94,916
400	14,568	15,368	13,156	17,362	400	...	212	...	572	16,178	17,740	15,425
10	6,353	6,763	6,516	9,624	400	..	...	...	111	9,113	10,914	8,407
125	9,072	9,417	7,812	11,314	220	216	...	...	95	10,783	8,777	7,519
40	6,072	6,512	6,755	11,997	400	...	...	...	123	11,474	10,976	10,280
65	7,585	8,050	7,310	11,447	400	...	...	...	79	10,968	10,692	8,398
640	43,650	46,110	41,549	61,744	1,820	216	212	...	980	58,516	59,099	50,629
28,251	3,93,664	4,29,934	3,64,925	5,78,602	7,296	2,710	3,009	2,399	49,601	5,13,587	4,88,016	4,37,433

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwání	2,639	...	...	1,600	4,830	9,069	6,952
	Sirsa	2,113	...	...	800	2,002	4,915	3,802
	Minor	300	570	...	1,876	3,550	6,296	5,019
	Total Hissár ...	5,052	570	...	4,276	10,382	20,280	15,773
Rohtak	Rohtak	2,801	312	...	2,075	1,077	6,265	5,830
	Minor	600	3,094	...	1,924	2,475	8,093	9,906
	Total Rohtak ...	3,401	3,406	...	3,999	3,552	14,358	15,736
Gurgáon	Rewári	5,133	975	...	4,000	3,011	13,119	12,915
	Minor	....	1,992	...	695	2,942	5,629	5,516
	Total Gurgáon ...	5,133	2,967	...	4,695	5,953	18,748	18,431
Delhi	Delhi	14,870	...	...	5,895	35,293	56,058	31,244
	Minor	300	1,386	...	875	1,875	4,436	3,776
	Total Delhi ...	15,170	1,386	...	6,770	37,168	60,494	35,020
Karnál	Karnál	2,662	287	...	1,490	2,181	6,620	5,200
	Minor	612	1,160	...	1,660	3,938	7,370	7,447
	Total Karnál ...	3,274	1,447	...	3,150	6,119	13,990	12,647
Umballa	Umballa	2,794	...	204	1,700	3,755	8,453	7,651
	Jagádhrí	3,479	...	...	1,300	2,774	7,553	6,655
	Minor	1,056	2,258	...	2,077	4,829	10,220	8,825
	Total Umballa ...	7,329	2,258	204	5,077	11,358	26,226	23,131
Simla	Simla	2,613	...	554	1,780	33,544	38,491	4,960
	Total Simla ...	2,613	...	554	1,780	33,544	38,491	4,960
	Total Principal ...	39,104	1,574	758	20,640	88,467	1,50,543	85,209
	Total Minor ...	2,868	10,460	...	9,107	19,609	42,044	40,489
	Grand Total Delhi Circle	41,972	12,034	758	29,747	1,08,076	1,92,587	1,25,698

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,904	2,639	...	...	1,586	2,679	1,778	1,383	
3,762	2,113	...	...	922	727	797	1,624	
5,117	300	707	...	1,864	2,246	2,065	1,953	
15,783	5,052	707	...	4,372	5,652	4,640	4,960	
5,856	2,801	312	...	2,335	408	502	584	
9,326	600	3,272	...	2,072	3,382	3,180	2,806	
15,182	3,401	3,584	...	4,407	3,790	3,682	3,390	
12,832	5,133	975	...	4,406	2,318	1,882	2,751	
5,061	...	1,992	...	742	2,327	2,301	1,765	
17,893	5,133	2,967	...	5,148	4,645	4,183	4,516	
30,744	14,870	...	...	5,895	9,979	8,591	9,223	
4,098	300	1,386	...	1,064	1,348	1,483	1,400	
34,842	15,170	1,386	...	6,959	11,327	10,074	10,623	
4,757	2,662	287	...	1,199	609	583	1,014	
7,431	612	1,160	...	1,768	3,891	3,739	3,563	
12,188	3,274	1,447	...	2,967	4,500	4,322	4,577	
6,813	2,794	...	204	2,016	1,799	550	526	
7,071	3,479	...	...	1,641	1,951	1,325	1,035	
9,032	1,056	2,258	...	2,170	3,548	2,501	2,481	
22,916	7,329	2,258	204	5,827	7,298	4,376	4,042	
5,061	2,613	...	554	2,065	-171	510	1,107	
5,061	2,613	...	554	2,065	-171	510	1,107	
83,800	39,104	1,574	758	22,065	20,299	16,518	19,247	
40,065	2,868	10,775	...	9,680	16,742	15,269	13,968	
1,23,865	41,972	12,349	758	31,745	37,041	31,787	33,215	

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	108	...	545	605	4,248	5,083
	Minor	...	...	...	...	1,331	1,331	309
	Total Kángra ...	2,990	108	...	545	1,936	5,579	5,388
Hoshiárpur ...	Hoshiárpur	8,502	...	...	4,800	3,242	16,544	13,407
	Minor	...	4,174	...	3,178	2,120	9,472	9,078
	Total Hoshiárpur ...	8,502	4,174	...	7,978	5,362	26,016	22,485
Jullundur	Jullundur	5,418	474	400	4,000	5,302	15,594	12,145
	Ráhon	3,388	180	...	1,800	758	6,126	5,380
	Minor	691	3,788	...	3,190	3,725	11,394	11,489
	Total Jullundur ...	9,497	4,442	400	8,990	9,785	33,114	29,014
Ludhiána	Ludhiána	5,335	1,800	100	4,500	6,421	18,156	16,739
	Minor	...	1,356	...	2,347	2,288	5,991	6,591
	Total Ludhiána ...	5,335	3,156	100	6,847	8,709	24,147	23,330
Ferozepore ...	Ferozepore...	2,583	1,440	...	3,200	3,746	10,969	11,684
	Minor	...	150	...	1,000	2,177	3,327	3,486
	Total Ferozepore ...	2,583	1,590	...	4,200	5,923	14,296	15,170
	Total Principal ...	28,216	4,002	500	18,845	20,074	71,637	64,443
	Total Minor	691	9,468	...	9,715	11,641	31,515	30,944
	Grand Total Jullundur Circle	28,907	13,470	500	28,560	31,715	1,03,152	95,387

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,505	2,990	83	...	566	866	1,291	1,084	
267	...	...	...	...	267	300	1,621	
4,772	2,990	83	...	566	1,133	1,591	2,705	
13,114	8,502	108	...	5,918	—1,414	—218	952	
9,280	...	4,345	...	3,823	1,112	472	1,549	
22,394	8,502	4,453	...	9,741	—302	254	2,501	
11,896	5,418	54	213	4,074	2,137	1,365	1,957	
5,809	3,388	376	...	1,721	324	78	408	
10,928	691	3,808	...	3,534	2,895	3,176	3,764	
28,633	9,497	4,238	213	9,329	5,356	4,619	6,129	
17,297	5,335	1,800	14	4,226	5,922	3,924	5,243	
7,530	...	1,615	...	2,570	3,345	2,513	3,082	
24,827	5,335	3,415	14	6,796	9,267	6,437	8,325	
10,552	2,583	1,500	...	3,363	3,106	2,924	2,686	
4,336	...	1,877	...	1,030	1,429	2,442	2,228	
14,888	2,583	3,377	...	4,393	4,535	5,366	4,914	
63,173	28,216	3,921	227	19,868	10,941	9,364	12,330	
32,341	691	11,645	...	10,957	9,048	8,903	12,244	
95,514	28,907	15,566	227	30,825	19,989	18,267	24,574	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	5,705	125	480	4,500	2,957	13,767	13,352
	Minor	420	50	...	1,200	1,089	2,759	2,612
	Total Jhang ...	6,125	175	480	5,700	4,046	16,526	15,964
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	360	1,845	...	1,650	1,952	5,807	5,086
	Total Montgomery ...	360	1,845	...	1,650	1,952	5,807	5,086
Lahore	Lahore	16,977	...	...	6,000	36,239	59,216	30,885
	Qasúr	600	846	...	1,200	3,028	5,674	4,930
	Minor	...	1,698	240	1,398	2,835	6,171	5,345
	Total Lahore ...	17,577	2,544	240	8,598	42,102	71,061	41,160
Amritsar	Amritsar	25,399	...	...	8,000	43,664	77,063	54,000
	Minor	...	...	...	150	1,454	1,604	1,904
	Total Amritsar ...	25,399	...	...	8,150	45,118	78,667	55,904
Gurdáspur ...	Gurdáspur	8,167	876	...	5,000	625	14,668	13,833
	Batála	3,318	36	...	3,500	2,341	9,195	8,520
	Minor	900	3,148	...	4,330	4,887	13,265	11,329
	Total Gurdáspur ...	12,385	4,060	...	12,830	7,853	37,128	33,682
Gujránwála ...	Gujránwála	3,929	...	...	2,700	4,920	11,549	13,089
	Wazírábád	...	...	...	...	1,766	1,766	1,745
	Minor	...	996	...	776	1,288	3,060	2,579
	Total Gujránwála ...	3,929	996	...	3,476	7,974	16,375	17,413
	Total Principal ...	64,095	1,883	480	30,900	95,540	1,92,898	1,40,354
	Total Minor	1,680	7,737	240	9,504	13,505	32,666	28,855
	Grand Total Lahore Circle	65,775	9,620	720	40,404	1,09,045	2,25,564	1,69,209

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,431	5,705	125	335	5,011	1,255	528	1,997	
2,428	420	50	...	1,366	592	809	959	
14,859	6,125	175	335	6,377	1,847	1,337	2,956	
...	...	...	...	...	...	...	...	
4,874	360	1,469	...	2,043	1,002	1,198	2,710	
4,874	360	1,469	...	2,043	1,002	1,198	2,710	
27,472	9,751	...	...	7,460	10,261	3,236	4,250	
4,885	600	858	...	1,440	1,987	3,169	2,368	
6,180	...	2,363	190	1,757	1,870	2,279	1,919	
38,537	10,351	3,221	190	10,657	14,118	8,684	8,537	
51,170	25,399	...	...	9,005	16,766	16,475	13,121	
1,727	...	...	...	169	1,558	1,491	1,825	
52,897	25,399	...	...	9,174	18,324	17,966	14,946	
14,474	8,167	876	...	5,811	−380	−1,128	358	
8,076	3,318	36	...	3,315	1,407	1,039	1,890	
11,557	900	3,148	...	4,357	3,152	2,794	4,847	
34,107	12,385	4,060	...	13,483	4,179	2,705	7,095	
11,693	3,929	...	...	2,895	4,869	4,672	3,983	
1,587	...	...	...	...	1,587	1,518	669	
3,080	...	996	...	946	1,138	1,515	1,665	
16,360	3,929	996	...	3,841	7,594	7,705	6,317	
1,31,788	56,869	1,895	335	34,937	37,752	29,509	28,636	
29,846	1,680	8,026	190	10,638	9,312	10,086	13,925	
1,61,634	58,549	9,921	525	45,575	47,064	39,595	42,561	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	720	...	3,000	5,995	10,267	12,821
	Minor	1,212	3,230	...	4,850	2,500	11,792	12,142
	Total Siálkot ...	1,764	3,950	...	7,850	8,495	22,059	24,963
Gujrát	Gujrát	5,653	.	...	4,000	1,739	11,392	10,318
	Minor	...	...	...	...	1,291	1,291	1,136
	Total Gujrát ...	5,653	...	...	4,000	3,030	12,683	11,454
Sháhpur	Bhera	3,874	...	...	3,450	1,331	8,655	8,664
	Minor	..	240	840	1,400	2,212	4,692	5,086
	Total Sháhpur ...	3,874	240	840	4,850	3,543	13,347	13,750
Jhelum	Jhelum	1,590	884	18	3,000	1,924	7,416	7,249
	Minor	600	264	...	2,400	1,930	5,194	3,714
	Total Jhelum ...	2,190	1,148	18	5,400	3,854	12,610	10,963
Ráwalpindi ...	Ráwalpindi	...	...	...	2,400	12,110	14,510	6,420
	Minor	...	278	...	1,270	4,461	6,009	4,481
	Total Ráwalpindi ...	...	278	...	3,670	16,571	20,519	10,901
Hazára	Abbottábád	1,921	...	...	1,200	598	3,719	3,300
	Minor	...	430	...	555	1,614	2,599	3,368
	Total Hazára ...	1,921	430	...	1,755	2,212	6,318	6,668
Pesháwar	Pesháwar	420	...	...	1,550	21,692	23,662	6,385
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	...	...	1,550	21,692	23,662	6,385
Kohát	Kohát	2,461	...	300	1,500	1,650	5,911	5,040
	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	300	1,500	1,650	5,911	5,040
	Total Principal ...	16,471	1,604	318	20,100	47,039	85,532	60,197
	Total Minor	1,812	4,442	840	10,475	14,008	31,577	18,927
	Grand Total Rawalpindi Circle ...	18,283	6,046	1,158	30,575	61,047	1,17,109	79,124

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,188	552	933	...	3,334	7,369	7,503	2,211	
11,586	1,212	2,857	...	4,935	2,582	2,741	3,839	
23,774	1,764	3,790	...	8,269	9,951	10,244	6,050	
10,505	5,653	...	...	4,373	479	574	600	
1,187	...	...	...	...	1,187	614	241	
11,692	5,653	...	...	4,373	1,666	1,188	841	
8,371	3,874	...	...	3,390	1,107	1,401	1,162	
4,961	...	240	840	2,220	1,661	2,477	2,166	
13,332	3,874	240	840	5,610	2,768	3,878	3,328	
7,047	1,590	884	18	3,486	1,069	933	1,990	
3,888	600	264	...	2,332	692	286	866	
10,935	2,190	1,148	18	5,818	1,761	1,219	2,856	
6,332	...	...	...	2,003	4,329	4,110	4,343	
4,428	...	278	...	1,492	2,658	2,565	1,262	
10,760	...	278	...	3,495	6,987	6,675	5,605	
3,493	1,921	...	...	1,200	372	238	452	
2,952	...	430	...	860	1,662	1,839	1,465	
6,445	1,921	430	...	2,060	2,034	2,077	1,917	
6,122	420	...	270	1,716	3,716	2,708	1,697	
...	...	...	...	...	...	...	...	
6,122	420	...	270	1,716	3,716	2,708	1,697	
5,026	2,461	...	200	1,465	900	845	742	
...	...	...	...	...	...	...	...	
5,026	2,461	...	200	1,465	900	845	742	
59,084	16,471	1,817	488	20,967	19,341	18,312	13,177	
29,002	1,812	4,069	840	11,839	10,442	10,522	9,839	
88,086	18,283	5,886	1,328	32,806	29,783	28,834	23,016	

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	8,081	15,265	27,880	19,062
	Minor	...	1,054	...	625	1,897	3,576	3,447
	Total Mooltan ...	4,144	1,444	...	8,706	17,162	31,456	22,509
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	456	4,091	6,497	5,350
	Total Bannú ...	...	1,950	...	456	4,091	6,497	5,350
Dera Isma'íl Khán	Dera Isma'íl Khán ...	180	432	...	1,400	4,716	6,728	4,440
	Minor	...	1,469	...	340	1,935	3,744	1,728
	Total Dera Isma'íl Khán	180	1,901	...	1,740	6,651	10,472	6,168
Dera Ghází Khán	Dera Ghází Khán	2,915	...	...	2,700	6,382	11,997	10,159
	Minor	...	1,476	240	117	2,147	3,980	4,031
	Total Dera Ghází Khán	2,915	1,476	240	2,817	8,529	15,977	14,190
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	1,940	...	675	1,572	4,487	4,290
	Total Muzaffargarh ...	300	1,940	...	675	1,572	4,487	4,290
	Total Principal ...	7,239	822	...	12,181	26,363	46,605	33,661
	Total Minor	300	7,889	240	2,213	11,642	22,284	18,846
	Grand Total Derajat Circle	7,539	8,711	240	14,394	38,005	68,889	52,507
	Grand Total Principal ...	1,55,125	9,885	2,056	1,02,666	2,77,483	5,47,215	3,83,864
	Grand Total Minor ...	7,351	39,996	1,320	41,014	70,405	1,60,086	1,38,061
	Grand Total for the Punjab	1,62,476	49,881	3,376	1,43,680	3,47,888	7,07,301	5,21,925

from Municipal Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
17,450	4,144	383	...	8,235	4,688	4,070	6,049	
4,345	...	874	72	708	2,691	2,531	1,177	
21,795	4,144	1,257	72	8,943	7,379	6,601	7,226	
...	...	...	...	...	...	...	...	
5,325	...	1,950	290	530	2,555	1,803	1,994	
5,325	...	1,950	290	530	2,555	1,803	1,994	
5,010	180	432	...	1,248	3,150	3,112	1,975	
3,227	...	1,469	...	353	1,405	1,675	1,788	
8,237	180	1,901	...	1,601	4,555	4,787	3,763	
9,295	2,915	...	...	3,349	3,031	3,723	1,531	
3,552	...	1,419	240	139	1,754	2,152	1,200	
12,847	2,915	1,419	240	3,488	4,785	5,875	2,731	
...	...	...	...	...	...	...	...	
3,999	300	1,929	...	735	1,035	1,501	732	
3,999	300	1,929	...	735	1,035	1,501	732	
31,755	7,239	815	...	12,832	10,869	10,905	9,555	
20,448	300	7,641	602	2,465	9,440	9,662	6,891	
52,203	7,539	8,456	602	15,297	20,309	20,567	16,446	
3,69,600	1,47,899	10,022	1,808	1,10,669	99,202	84,608	82,945	
1,51,702	7,351	42,156	1,632	45,579	54,984	54,442	56,867	
5,21,302	1,55,250	52,178	3,440	1,56,248	1,54,186	1,39,050	1,39,812	

General Summary.

including expenditure on buildings, *ten* per cent. of the annual income from Municipal Funds, excluding grants from public sources and fees. From columns 7 and 8 it will be found that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,85,376. From columns 6 and 14 it will be found that the actual net expenditure was Rs. 1,93,702 less than it might have been required to be. It was, however, Rs. 15,136 more than last year, and Rs. 14,374 more than was expended before localisation. The latter sum of itself is not a measure of the school expansion that has taken place, under the auspices of Municipal Boards, since 1886; for the fee income during that period has increased by over two lakhs per annum. But the fact that the present net expenditure is less than one-half of the ten per cent. minimum, leaves a useful margin for much further expansion in the future.

Obligations of Municipal Boards considered by Circles, &c.

27. The degree to which the Municipalities of the Province fulfil, on an average, their duty to education, in respect of the ten per cent. requirement, is a little more than 44 per cent. The principal Municipalities spend, on an average, about 35 per cent.; whilst the minor Municipalities spend 78 per cent. Making a comparison by Circles, the Jullundur Circle has again the highest general average with 63 per cent.; the Deraját Circle follows with 53 per cent.; the Ráwalpindi Circle, with 48 per cent.; the Lahore Circle, with 43; and then the Delhi Circle, with 34 per cent. The percentages for the Delhi and Lahore Circles are brought down by each of them having two of the largest Municipalities, which spend, in the former, an average of only 14 per cent., and in the latter 33 per cent. The contrast between the percentages of expenditure of the principal and minor Municipalities is everywhere marked. In the Delhi Circle, it is 23 : 85; in the Deraját Circle, it is 41 : 81; in the Ráwalpindi Circle, 41 : 74; in the Lahore Circle, 39 : 69; and in the Jullundur Circle, 54 : 77. The fact is, the minor and poorer Municipalities spend, as a rule, far more, comparatively, on education than do the rich and more capable bodies; and several, such as those of the Rohtak, Ludhiána, Mooltan, and Amritsar Districts, spend a good deal more than the minimum that might be required. Among the principal Municipalities, that of Siálkot, with a Board and two large Aided High Schools, spends the most liberally on education, with some 22 per cent. more than the minimum. Gujránwála comes next, with 99 per cent.; then Ludhiána, with 92; then Ferozepore, with 83; whilst the Ráwalpindi Municipality spends but 35 per cent., Gujrát, 28, and the Simla, Gurdáspur and Hoshiárpur Municipalities make a saving on their schools.

Educational movements outside the Departmnt.

28. Beyond the Department, increased activity was manifested during the year in favour of the extension of education by Native Societies and gentlemen interested in the cause.

"In the Delhi Circle, a High School was opened in the Umballa Cantonment under the auspices of the Local Arya Samáj; and the Boarding House at Rewárí, attached to the Municipal Board School for the use of boys of the Dhusar community, and provided by the Bhargav Sabha at a cost exceeding Rs. 12,000, was opened in January last.

"In the Jullundur Circle, an Anglo-Vernacular School, in which Sanskrit has a prominent place, was opened at Hoshiárpur by the Sanátan Dharm Sabha; a Girls' School was opened at Jullundur by the Arya Samáj; the principal residents of the

Jullundur City have subscribed Rs. 8,400 towards the erection of a suitable building for the Municipal Board School, to which His Highness the Rája of Kapurthala has added the handsome donation of Rs. 5,000; and Sardár Bahádur Amín Chand of Bijwára, in the Hoshiárpur District, now proposes to erect a building for the Anglo-Vernacular Middle School maintained by him in his native town.

In the Lahore Circle, the Anjuman-i-Himáyat-i-Islám, at Lahore, have raised their High School to the status of a College, with the provision of a numerically sufficient staff of young native graduates, whose labours will be watched with interest; the movement in favour of the establishment of the Khálsa College advanced considerably during the year, the statutes regulating the constitution and management of the institution having been framed and adopted, a site for the College was chosen near Amritsar, land measuring about 100 acres was purchased, and the foundation-stone was laid, in the presence of an enthusiastic assembly, by the Hon'ble Sir James Lyall on the 5th of March last, being the last public function in which the late Lieutenant-Governor took part before leaving the Province. A movement was also set on foot by the Rájpúts of the Gurdáspur, Kángra, Hoshiárpur, and Siálkot Districts, with the object of also founding a special College for themselves; but the result of this endeavour is still doubtful.

In the Ráwalpindi Circle, the Gurmukhí School, founded by Bhái Búta Singh in the Ráwalpindi City, in 1888, was, in January last, changed into an Anglo-Vernacular Middle School, under the title of *Sreshk Nití Shála*, and with a funded capital said to amount to Rs. 20,000, a portion of which was bequeathed by the wife and sister of the founder, and the remainder, amounting to the munificent sum of Rs. 15,645, contributed by the liberality of Bhái Búta Singh himself. The chief object of the school is to combine secular with moral and religious instruction, and Gurmukhí and Sanskrit are, at certain stages, compulsory subjects of study. But the school is open to all classes; it is said to have an efficient staff; it has already a large attendance; and it bids fair to be a complete success. Another Anglo-Vernacular School was opened during the year in the Sadar Bazár of Pesháwar; and a Vernacular Primary School by the Anjuman-i-Islámiya at Abbottábád.

In the Deraját Circle, the Bhrátrí Sabha of Dera Isma'íl Khán added to its High School in October last a Middle Department, the whole institution being supported mainly by local subscriptions.

29. Besides these more public movements, schools are now very frequently opened by private persons, partly to meet the growing demand for education, and partly for the purpose of making a living. These schools form an important part of present educational enterprise; it is probably through these—Vernacular and Anglo-Vernacular—that the inner and the remoter parts of the population will be reached; and the helping hand of the Department is amply due to them. But caution and circumspection are necessary. As the Lahore Inspector (Mr. Lewis) says: "It is desirable that schools established under this influence should be well managed, and that the instruction given in them should be thorough; and this is too often not the case. Care is necessary in administering the grant-in-aid rules to provide

Venture Schools.

General Summary.

against the encouragement of inefficient schools, which do more harm than good, while giving a chance to other schools in which good management gives promise of improvement up to a fair standard of efficiency."

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	30	District Inspectors	34
Inspectors of Schools	31	District Officers	35
Assistant Inspectors	32	Educational Conferences	36—39
Inspection work	33		

Direction.

30. I remained in the Directorship during the year, and was able to visit most of the main centres left over from the previous year. The purely office work of the Director, however, remains very heavy, and during the last cold weather several large measures had to be worked out, which kept me at head-quarters longer than I should otherwise have wished; but, with the present facilities for quick movement to almost any part of the Province, there is no reason why the large towns, at least, of every District should not be visited once every two years, and this, I presume, ought to suffice for consultative and directional purposes.

Inspectors of Schools.

31. With the exception of the Lahore Circle, the charge of which was made over by the late Dr. Stulpnagel to Mr. Lewis on the 6th November last, on the latter's return from furlough, and the Ráwalpindi Circle, in which Bábú Harí Singh officiated for seven weeks in July and August during the absence of Mr. Thompson on privilege leave, the officers in charge of the five Circles of Inspection remained as at the end of the previous year, and now stand as follows:—Mr. J. Harvey in the Delhi Circle; Lálá Piyáre Lál in the Jullundur Circle; Mr. T. C. Lewis in the Lahore Circle, with the charge also of the European Schools of the Province; Mr. D. W. Thompson in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán in the Deraját Circle. During the year the Deraját Circle was enlarged by the addition of the Mooltan District; the salary of the officer in charge was raised, with a change of designation from *Assistant* to *Additional* Inspector; and the head-quarters were transferred from Dera Isma'íl Khán to Mooltan. A slight territorial change was also made in the Lahore and Ráwalpindi Circles, by transferring the Gujránwála District from the latter to the former. Miss F. A. Francis continued in the office of Inspectress of Schools throughout the year.

Assistant Inspectors.

32. Of the Assistant Inspectors of Schools, Lálá Nand Kishor, B.A., Bábú Harí Singh, and Lálá Jai Gopál Singh remained at work throughout the year. Lálá Ságar Chand, B.A., remained on furlough, with Lálá Ishar Dás (since deceased) officiating; Munshí Pír Bakhsh was on leave for seven months, with Lálá Sheo Lál, B.A., officiating; and Lálá Daya Rám was on leave on medical certificate at the end of the year, with Lálá Fath Chand, B.A., officiating. In consequence of the enlargement of the Deraját Circle, an extra appointment was added to the list of District Inspectors, and attached to that Circle, for the purpose of providing a Personal Assistant to the Additional Inspector. The duties of the Personal Assistant are those of an Assistant Inspector; and the present holder of the appointment is Munshí Muhammad Ashraf, B.A.

Controlling Agencies.

Inspection work.

33. The inspection of the schools was carried out, as usual, by the Inspectors and Assistant Inspectors in a thoroughly efficient manner; and, with but a few unimportant exceptions, all the schools were examined, both in manner and frequency, in strict accordance with the requirements of the Code. The Inspectress of Schools also discharged her duties in a highly satisfactory manner, visiting, as a rule, every Girls' School within easy reach of the railway. The travelling of the Inspectress, from having to move frequently over the same ground in accordance with the school-year of the various Districts, is very heavy; and I have just arranged, in consultation with Miss Francis, a revised Programme of Inspection which will, in a considerable degree, remedy this. The jurisdiction of the Inspectress extends to all the Municipal Schools for girls in the Province; and the fact that several such outlying schools cannot be reached by the Inspectress, and, being Parda Schools, cannot be examined by the Inspectors, is the chief imperfection of our present inspectional system. The work of the Assistant Inspectors, especially in the Delhi and Jullundur Circles, where there is but one such officer, has, owing to the rapid increase of Indigenous and Venture Schools claiming inspection, reached an almost over-strained pitch during the touring months; and the cheerfulness and patient industry, as well as ability, with which this work is done, whilst highly commended, without exception, by the Inspectors, deserve my very warm acknowledgments. The question of a second Assistant Inspector for each of the Delhi and Jullundur Circles, if the thorough efficiency of the inspection is to be maintained, will have to be considered almost immediately.

District Inspectors.

34. The work of the District Inspectors for the year is, on the whole, very favourably reported on. In most of the Districts, all the schools received at least two visits as required by the Code; and where this was not done, except in the Karnál and Muzaffargarh Districts, the reasons assigned appear sufficient. In several Districts, as stated last year, the number of schools has become so large, that it is now quite impossible for the District Inspectors to visit them twice a year, in addition to their tour with the Inspector; and, in this connection, it is to be regretted that the proposal to employ Assistant District Inspectors in the largest of these has not yet been finally sanctioned. During the year, several vacancies occurred in the District Inspecting staff, in the filling up of which great care was exercised, as this is the chief recruiting field for Assistant Inspectors; and it is expected that, within a very few years, every District Inspector will, in the strictest sense, be a picked man. Already, besides his inspecting and pioneering duties, he has to be entrusted, to some extent, with the determining of grants to Indigenous Schools.

District Officers.

35. Besides the ordinary departmental agency, the District Civil Officers are expected to use their influence for the promotion of education, and to visit the schools of their Districts, as occasion may offer; and this, I am glad to report, is done very heartily by many, to the great advantage of the cause of public instruction. Tahsíldárs and Náib-Tahsíldárs, in particular, are required to take an interest in the schools within their jurisdiction, to visit these, seeing to their outward wants, and to use their influence to popularise the schools, and the cause they represent. As a rule, the required visits are paid to the schools; but these are, in most cases, brief and perfunctory; and, in reviewing the District Reports, I have had frequently to suggest the stirring up of the Tahsíl authorities in this respect. It may be wrong, in an administrative sense, to call the Department of Public Instruction the People's Department;

but, as its object is the enlightening and uplifting of the people, there is a sense in which it may claim the active co-operation of every Civil Officer; and, in proportion as this is given, is the cause of education sure to prosper.

General Educational Conference.

36. The seventh annual meeting of the General Educational Conference was held at Lahore in the month of April last. The Conference met on the 20th April, and continued its sittings until the 23rd.

Matters considered.

37. The following matters were considered by the Conference :—

(1). The addition of the following foot-note to Article 19 of the Punjab Education Code :—"*A list of Public Schools is kept by the Department, and no schools are recognised as such until enrolled on that list*";

(2). The study of English in schools with a view to suggestions for its improvement;

(3). The abolition of the different grades of fees for Anglo-Vernacular Schools laid down in the Code;

(4). The fees to be levied in Lower Primary Branch Schools;

(5). The desirability of simplifying the Primary Standards of Examination, with special reference to the Optional Subjects;

(6). The substitution of the following for clause *(a)* of Article 196 :—"*Reading with facility and explaining a passage from* any of the Vernacular Text-Books used in the class in which the candidate is reading, *and of equal difficulty with the Vernacular Readers prescribed for the III Class, Lower Primary Department, in the Departmental Scheme of Studies*";

(7). The substitution of the following for clause (*a*) of Article 167 :—"*Reading with facility and explaining a passage from* any of the Vernacular Text-Books used in the class in which the candidate is reading, *and of equal difficulty with the Vernacular Readers prescribed for the V Class, Upper Primary Department, in the Departmental Scheme of Studies; and answering grammatical questions arising out of the passage*";

(8). The adapting of the Fifth Standard for Zamíndárí Schools in Article 203 to one or other of the ordinary school courses;

(9). How to treat, with reference to Attendance Grants, a Mahájaní Department attached to an Aided School;

(10). Revision of the scale of Teachers for Staff Grants in Middle Departments of Anglo-Vernacular Schools, and in Indigenous Schools;

(11). Limitation of the total grant to an Elementary Indigenous School, as in the case of ordinary schools in Article 85;

(12). How to treat Venture Schools claiming grants under the rules for Indigenous Schools;

(13). How to remedy the circumstance that, in the Entrance Examination, candidates, professing and passing in the same Classical Language, may pass or fail in the examination, according as they may have named that language compulsory or optional in their application;

(14). As a Classical Language or Persian is compulsory in the Entrance Examination, should not the same rule be extended to the Middle School Examination?

(15). A proposal to change the words 'Hindú or Sikh boys' in two places in Article 232 into 'Hindú, Sikh, or other boys';

(16). Modification of rates and the number of scholarships tenable in Girls' Schools;

(17). Schemes of Study for the Middle Departments of Girls' Schools;

(18). The reason of the decline in Public Schools of the study of Arabic and Sanskrit. Are remedial measures required?

(19). A decision of the Punjab Text-Book Committee that Agriculture should be made an optional subject in the Middle School Examination;

(20). The periods and kinds of approved service required in Article 156 for the changing or raising of Teachers' Certificates;

(21). Revision of Articles 193 and 178 regarding the issue and suspension, &c., of Teachers' Certificates;

(22). Should Graduates have the status of Certificated Teachers for the purpose of Staff Grants; and should the concession be extended to Board Schools?

(23). The knowledge of the Code required of candidates for Teachers' Certificates under Article 208;

(24). The rates of stipends for the Senior Anglo-Vernacular Class of the Central Training College;

(25). A revised and simplified Log-Book.

Government Resolution on the Proceedings of the General Conference.

38. His Honor, the Lieutenant-Governor, has expressed his concurrence with most of the conclusions arrived at by the Conference, though he was not, in every instance, able to accept their recommendations without modification; and a Resolution has been published in the Gazette setting forth those conclusions, and conveying the thanks of the Government to the Members of the Conference for the care and attention bestowed on the subjects submitted for their consideration.

Departmental Conference.

39. The Departmental Conference met for one day immediately after the General Conference. Several important matters were considered, the chief of which were—the extending, in special cases, of the period during which a Teacher's Certificate may remain *provisional;* a revised distribution of the Stipends tenable in Normal Schools; and a change in the time of holding the Teachers' Certificate Examinations, and in the session of the Training Institutions. The conclusions of the Conference were generally approved by Government, and have been embodied in a circular addressed to those concerned.

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
Convocation for conferring Degrees...	40	St. Stephen's College, Delhi ...	58—62
Examination statistics	41—47	The Mission College, Lahore ...	63—66
Arts Colleges	48	The three Minor Colleges ...	67
Number and distribution of students	49	Daya Nand Anglo-Vedic College, Lahore	68
Expenditure	50	Municipal Board College, Amritsar	69
Scholarships	51	Scotch Mission College, Siálkot ...	70
Examination results for the Provincial Arts Colleges...	52	The Oriental College, Lahore ...	71—75
Results in each subject	53	The Medical College, Lahore ...	76
The Lahore Government College ...	54—57		

Convocation for conferring Degrees.

40. The eleventh Convocation of the Punjab University was held on the 7th November, when Degrees in the various Faculties were conferred on the candidates who had been successful in the Examinations held during the year. The Degree of Doctor of Oriental Learning was, at the same time, conferred on the Honorable Sir James B. Lyall, late Lieutenant-Governor. For the first time in the history of the University, candidates were admitted to the Degree of Bachelor in Medicine; and it may also be noted that, during the year, the power to confer Degrees in Law was conceded to the University.

Examination statistics.

41. The table on the following page compares the results of the Arts Examinations (above the Entrance), of the Oriental Language Examinations, and of the Professional Examinations in Law, Medicine, and Engineering, with those of the previous year, and shows, on the whole, a considerable increase in the numbers both of candidates and passes.

Calcutta University Examinations.

42. In the First Arts Examination of the Calcutta University last year, only 2 candidates appeared and both failed; whereas this year, of 9 candidates, as many as 8 passed—4 of these being students of the Bishop Cotton School at Simla. There were no candidates this year for the Calcutta B. A., and, practically, as remarked last year, the Calcutta University Examinations above the Entrance have ceased to be of much importance in the Province.

CHAPTER III.—UNIVERSITY EDUCATION.

UNIVERSITY EXAMINATIONS, 1891-92 AND 1890-91.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Calcutta First Arts	Candidates	*8	2	6	...	...	...	...	...	1	...	1	...	9	2	7	...
	Passes ...	*7	...	7	...	...	...	...	...	1	...	1	...	8	...	8	...
Calcutta B. A. ...	Candidates	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1
	Passes ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Punjab Intermediate (Arts).	Candidates	†151	122	29	...	15	11	4	...	55	27	28	...	221	160	61	...
	Passes ...	116	73	43	...	14	6	8	...	39	12	27	...	169	91	78	...
Punjab Intermediate (Oriental).	Candidates	5	5	...	...	...	4	...	4	1	...	1	...	6	9	...	3
	Passes ...	5	3	2	...	...	3	...	3	1	...	1	...	6	6	...	...
Punjab B. A. ...	Candidates	81	45	36	...	3	2	1	...	30	13	17	...	114	60	54	...
	Passes ...	38	32	...	...	1	...	1	...	7	6	1	...	46	39	7	...
Punjab B. O. L. ...	Candidates	2	3	...	1	...	...	...	..	3	2	1	...	5	5	...	...
	Passes ...	1	2	...	1	...	...	...	...	3	2	1	...	4	4	...	...
Punjab M. A. ...	Candidates	5	2	3	...	...	...	...	...	1	1	...	...	6	3	3	...
	Passes ...	2	2	...	...	...	...	...	...	...	1	...	1	2	3	...	1
Punjab M. O. L. ...	Candidates	1	...	1	...	...	1	...	1	...	...	...	...	1	1	...	...
	Passes ...	1	...	1	...	...	...	...	...	...	..	...	...	1	...	1	...
Oriental Language Examinations.																	
Sanskrit Examination.	Candidates	27	28	...	1	62	66	...	4	20	6	14	...	109	100	9	...
	Passes ...	14	17	...	3	19	36	...	17	7	2	5	...	40	55	...	15
Arabic Examination	Candidates	15	15	...	...	28	27	1	...	3	1	2	...	46	43	3	...
	Passes ...	15	14	1	...	20	11	9	...	3	...	3	..	38	25	13	...
Persian Examination	Candidates	13	11	2	...	55	63	...	48	11	11	...	...	79	85	...	6
	Passes ...	9	5	4	..	19	40	...	21	...	8	...	14	32	53	...	21
Gurmukhi Examination.	Candidates	6	4	2	...	7	7	...	...	...	...	1	...	14	11	3	...
	Passes	4	4	...	...	2	5	...	3	1	...	1	...	7	9	...	2
Professional.																	
Law (Preliminary Examination).	Candidates	25	13	12	...	...	...	...	...	...	...	...	...	25	13	12	...
	Passes ...	19	9	10	..	...	...	...	...	...	...	...	...	19	9	10	...
Law (First Examination).	Candidates	12	13	...	1	...	...	...	...	2	...	2	...	14	13	1	...
	Passes ...	4	6	...	2	...	...	...	...	1	..	1	..	5	6	...	1
Law (Final Examination).	Candidates	7	8	...	1	...	...	...	...	7	5	2	...	14	13	1	..
	Passes ...	3	5	..	2	...	...	...	...	1	2	...	1	4	7	...	3
Medicine (First Examination).	Candidates	‡35	§27	8	...	...	...	...	...	...	...	..	...	35	27	8	...
	Passes ...	‖23	18	5	...	...	...	...	...	...	...	...	...	23	18	5	...
Medicine (Second Examination).	Candidates	23	13	10	...	...	...	...	...	...	..	...	...	23	13	10	...
	Passes ...	10	5	5	...	...	...	...	...	..	...	...	...	10	5	5	...
Civil Engineering (First Examination).	Candidates	3	2	1	...	...	...	...	...	...	...	...	1	3	3	...	...
	Passes ...	2	...	2	..	...	...	...	...	...	...	..	...	2	...	2	...

* Includes 4 students from the Bishop Cotton School, Simla.
† Includes 2 candidates who appeared also in the Calcutta First Arts Examination.
‡ Includes 3 girls. § Includes 1 girl. ‖ Includes 1 girl.

Punjab University Examinations.

43. For the Intermediate Examination of the Punjab University, 221 candidates appeared on the Arts side, of whom 169 passed, or 76 per cent., against 91 out of 160, or about 57 per cent., in the previous year. On the Oriental side, 6 appeared, and all passed, against 6 out of 9. In the B. A. Examination, 46 passed out of 114 candidates, or a little over 40 per cent., against 39 out of 60, or 65 per cent., in the previous year. In the B. O. L. Examination, 4 out of 5, or 80 per cent., passed, being the same as last year. For the M. A. Examination, 6 candidates appeared, and only 2 passed, against 3 out of 3 in the previous year. The single candidate in the M. O. L. Examination passed this year. These returns may be regarded as, on the whole, satisfactory, and as evidence of decided progress in University education in the Province. The reduced percentages of marks required to pass the examinations were fully applied this year for the first time; and, whilst the Intermediate results might suggest the inference that the standards are now somewhat easy, the B. A. figures tend all the other way. The increased number of Private Candidates in the Intermediate and B A. Examinations is worthy of note, as, most likely, owing to the enhanced College fees; but the fact is not one for congratulation, as it means an addition to the number of *self-taught*, that is, generally speaking, *imperfectly taught* aspirants after University Degrees and Certificates.

Oriental Language Examinations.

44. In the Oriental Language Examinations, the number of candidates was much as in the previous year; but, except in Arabic, there was a considerable falling off in the number of passes. In Sanskrit, 109 candidates altogether appeared, and 40 passed, or less than 37 per cent., against 55 per cent. last year. In Arabic, out of 46 candidates in all the examinations, 38 passed, or nearly 83 per cent., against 58 per cent. in the previous year. In Persian, only 32 out of 79 passed, or about 40 per cent., against 62 per cent. last year. In Gurmukhí, 7 out of 14 passed. In these examinations, it will be observed, the majority of the candidates were from institutions outside the Province. In order to gain the Titles attached to these examinations, it has hitherto been necessary, in each case, to have passed in addition the Entrance or a higher Examination in Arts; but during the year the Senate passed a resolution making a knowledge of English up to the Middle School Standard alternative with the Entrance or higher Examination, and reducing the standard of general knowledge required for all but the highest Titles from the Entrance to the Middle School Examination. The purpose of introducing the English alternative was professedly to improve the methods of teaching the Oriental Languages, and so to encourage the more enlightened study of these; but I cannot refrain from remarking that the change has dangers which are likely to operate in an entirely different way, by turning many of the present purely Oriental scholars into something less than ordinary Anglo-Vernacular students.

Law Examinations.

45. The Law Examinations show a marked increase in the number of candidates, although with fewer passes in the higher examinations. In the Preliminary Examination, out of 25 candidates 19 passed, or 76 per cent., against 9 out of 13 last year. In the First Examination in Law, only 5 out of 14, or 35 per cent., passed, against 6 out of 13 in the previous year; and in the Final Examination, only 4 out of 14, or 28 per cent., passed, against 7 out of 13 In the last examination, it is noticeable that one-half of the candidates were private students, who gained but one pass, or about 14 per cent., against 43 per cent. from the Law School.

University Education.

The increased number of candidates in the Preliminary Examination is a hopeful sign in connection with the recently revised regulations leading up to Degrees in Law.

Medical Examinations.

46. In the Medical Examinations there is an increase both in candidates and passes compared with the previous year. For the First Examination for Licentiate in Medicine, 23 out of 35, or 65 per cent., passed, against 18 out of 27 in the previous year. For the Second Examination, 10 out of 23, or 43 per cent., passed, against 5 out of 13, or 38 per cent. Of those who passed the Junior Examination, one was a woman Two others satisfied the conditions for the First M. B. Examination. Of those who passed the Senior Examination, none appear to be eligible for the M. B. Degree, against 3 last year.

Engineering Examinations.

47. For the First Examination in Civil Engineering, 3 candidates presented themselves, and 2 passed. In last year's report reference was made to the inadequacy of the means for instructing in engineering subjects up to the University standards; and His Honor, the Lieutenant-Governor, directed that the matter should be considered. At present, the only means of giving this instruction is a class for Surveying and Drawing, taught by the Mayo-Patiála Reader of the Punjab University on Rs. 50 per mensem, and attached to the Mayo School of Art. The matter was referred to the University; but beyond an expression on the part of the Syndicate that the University is not financially in a position to provide for more efficient instruction in engineering subjects, nothing has been done. A Sub-Committee of the Syndicate, nominated to revise the Rules relating to the endowed Readerships of the University, went somewhat further, and suggested that, in the circumstances, the attempt to prepare candidates for the Engineering Examinations should be discontinued, and that the Principal of the School of Art should be authorised to employ the Mayo-Patiála Reader in any other way he might deem expedient, in accordance with the objects of the endowment, and subject to the sanction of the Senate; and, probably, this is the best that could be done until the University shall be further endowed, or can set free a greater provision for this object.

Arts Colleges.

48. The number of Provincial Arts Colleges remains as last year, namely 6,—the Government College, the American Mission College, and the Daya Nand Anglo-Vedic College, in Lahore; the Cambridge Mission St. Stephen's College, in Delhi; the Municipal Board College, in Amritsar; and the Scotch Mission College, in Siálkot. Since the close of the official year, the Anjuman-i-Himáyat-i-Islám of Lahore has opened College classes in connection with their flourishing School; and there are other more or less solid movements in this direction. Only three of the above Colleges—the Government and Mission Colleges, Lahore, and the St. Stephen's College, Delhi—teach up to the Degree standards.

Number of students.

49. The following table, showing an increase since last year of 73, gives the number and distribution of the students in all the Colleges at the close of the year:—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Classes	First year	153	137	16	...
	Second year	155	128	27	...
B. A. Classes	Third year	58	75	...	17
	Fourth year	85	44	41	...
M. A. Classes		11	5	6	...
	Total	462	389	73	...

The increase in the First Year Class is the same as last year, and shows, I consider, not only that we have got well over the first effects of the high fees now levied, but that those fees are compatible with sufficient progress in University education in the Province. The fall in the attendance on the Third Year Class is striking; but it is sufficiently accounted for by the circumstance, explained in last report, which made the class of the previous year abnormally large. The increase of M. A. students is satisfactory; but the stability of the numbers, at this stage, is, as yet, uncertain.

50. The statement below gives the expenditure on the six Arts Colleges during the year :— Expenditure on Arts Colleges.

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	47,349	48,412	...	1,063
District Funds	350	225	125	...
Municipal Funds	5,409	5,399	10	...
Fees	25,052	21,387	3,665	...
Subscriptions	11,982	13,538	...	1,556
Endowments and other Sources	13,844	13,900	...	56
Total	1,03,986	1,02,861	1,125	...

The total expenditure is a slight increase on that of the previous year, the rise in fees, however, more than covering this, and accounting for the decreases in the last column from Provincial Revenues, Subscriptions, and Endowments.

51. The expenditure on Scholarships, and the number of these of different kinds which were current during the year, will be seen from the following table :— Scholarships.

	From	1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	*10,266	†8,998	1,268	...
	District Funds	30	...	30	...
	Municipal Funds	1,168	1,478	...	310
	University Funds	3,150	3,862	...	712
	Other Sources	560	981	...	421
	Total	15,174	15,319	...	145
Number of holders of	Government and University Open Scholarships...	† 69	64	5	...
	Jubilee Scholarships	† 23	26	...	3
	Zamíndárí Scholarships	5	1	4	...
	Other Scholarships	19	24	...	5
	Total	116	115	1	...

* Includes Rs. 968 on account of scholarships held in the M. A. O. College, 'Aligarh.
† Do. 4 and 7 scholarship-holders, respectively, in the M. A. O. College, 'Aligarh.

University Education.

The increased expenditure from Provincial Revenues is accounted for by the greater number of ordinary Government and Zamíndárí Scholarships current. The *Other Scholarships* are mainly Close Scholarships and Endowments, paid from Municipal Funds and Other Sources, which will explain the decreased expenditure against those heads. With a total of 116 scholarships awarded among 462 students, or an average of one to every four, it cannot very reasonably be said that University education in the Province is not duly encouraged; but it is, I think, to be regretted, that the University expenditure in this behalf is not more stable than it has been during the last three years.

Examination results for the Provincial Arts Colleges.

52. The following table gives the results of the Calcutta and Punjab University Examinations, so far as concerns the six Provincial Arts Colleges:—

		1891-92.	1890-91.	Increase.	Decrease.
F. A., Calcutta ...	Candidates	*8	2	6	...
	Passes	*7	...	7	...
Intermediate, Punjab ...	Candidates	151	122	29	...
	Passes	116	73	43	...
B. A., Calcutta ...	Candidates	...	1	...	1
	Passes	...	...	...	...
B. A., Punjab ...	Candidates	81	44	37	...
	Passes	38	31	7	...
M. A., Punjab ...	Candidates	5	2	3	...
	Passes	2	2	...	...

* Includes 4 students from the Bishop Cotton School, Simla.

As already explained, 4 of the successful candidates in the First Arts Examination of the Calcutta University were European students from the Bishop Cotton School, Simla; and of the remaining 3, two belonged to the Government College, and one, also a European, to the Mission College, Lahore. In the Punjab University Examinations the percentages of passes were—Intermediate 77, B. A., 47, M. A., 40, against 60, 70, and 100, respectively, in the previous year. The less favourable results in the two higher examinations, notwithstanding the reduced percentages required to pass, are not easily accounted for; and the authorities of the Colleges concerned attribute them to various causes.

53. The statement below gives the results in each subject for the various examinations :— Results in each subject.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1891-92	...	151	14	33	107	151	...	105	5	...	39
		1890-91	...	122	16	26	93	122	...	117	9	...	40
		Increase	...	29	...	7	14	29	...	...	...	...	...
		Decrease	...	...	2	...	...	...	...	12	4	...	1
	Passes	1891-92	...	143	12	21	94	140	...	92	5	...	35
		1890-91	...	113	12	13	72	103	...	94	7	...	23
		Increase	...	30	...	8	22	37	...	...	...	...	12
		Decrease	...	...	...	...	...	...	...	2	2	...	...
B. A. Examination.	Candidates	1891-92	...	81	6	9	40	30	*3	37	18	2	10
		1890 91	...	44	7	10	31	19	3	25	11	...	5
		Increase	...	37	...	...	9	11	...	12	7	2	5
		Decrease	...	...	1	1	...	...	...	...	...	...	...
	Passes	1891-92	...	53	5	5	31	15	2	27	17	2	9
		1890-91	...	38	7	6	31	14	2	22	11	...	4
		Increase	...	15	...	...	...	1	...	5	6	2	5
		Decrease	...	...	2	1	...	...	...	...	...	...	...
M. A. Examination.	Candidates	1891-92	...	...	...	...	...	...	..	4	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	..	...	4	...	...	1
		Decrease	...	1	...	...	...	1	...	...	...	...	...
	Passes	1891-92	...	...	...	...	...	...	...	1	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	1	...	...	1
		Decrease	...	1	...	...	...	1	...	...	...	...	...

* 1 absent.

In the Intermediate Examination, the general average of passes over all the subjects is 85 per cent.; and no subject, except Sanskrit, has less than this percentage. The best results are in History, English, Mathematics, and Physical Science, with 100, 94, 92, and 90 per cent., respectively. The return for English of 94 per cent. of passes, at a time when loud complaints are being made of very inferior attainments in the language, is somewhat remarkable. Only 64 per cent. passed in Sanskrit, as against 87 and 85 per cent. in Persian and Arabic; and there is a very general impression that an unsuitable standard was applied. It is not the case, however, as has been asserted, that the number of candidates taking up Sanskrit has of late declined. In the option given at this standard between Philosophy, Physical Science, and History, the last subject has been all but abandoned. In the B. A. Examination, the general average of passes is 72 per cent., the best subjects being History, Physical Science, Arabic, Persian, and Philosophy, with 94, 91, 83, 77, and 73 per cent., respectively.

The lowest result was in the A. Course of Mathematics, with 50 per cent. Sanskrit in this examination had 55 per cent. of passes. Of the M. A. candidates, one appeared in Physical Science, and passed in the 2nd class, and 4 in Philosophy, of whom only one passed in the 3rd class.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College. Staff.

54. The report on the Lahore Government College for the year is given as Appendix A. Mr. E. S. Robertson continued in charge of the College till the 23rd of June, when he was obliged to take leave on medical certificate to Europe. Mr. W. Bell, the Senior Professor, then acted as Principal up to the 6th November, when, on the return of Mr. Lewis from furlough, and the exchange of appointments between him and Dr. Stulpnagel, the latter assumed the permanent charge of the College, which he held till the end of the year. At the end of his leave, on account of broken health, Mr. Robertson resigned his appointment, to the regret of the Department, and the disappointment of the College. Bábú Sasibhushan Mukarjí, M.A., B.L., was appointed Professor in place of Mr. Robertson, and Lálá Umráo Singh, M.A., Assistant Professor, in place of Bábú Sasibhushan Mukarjí. These changes, as pointed out by the Principal, necessitated numerous alterations in the time-table of work, and in the teachers of classes and subjects; but the whole staff exerted themselves to meet the situation,—in some instances most self-denyingly, and well deserve the commendation of Government. The sudden death of Dr. Stulpnagel, a few days after the end of the official year, in the midst of his labours, and in the full vigour of life, is an event which not the College only and the Education Department, but the whole educated community of the Province, will long continue to deplore. Mr. Bell has been appointed Principal in place of Dr. Stulpnagel, and Lálá Ságar Chand, B.A., officiates for Mr. Bell, pending the arrival of a permanent successor from England.

Statistics.

55. The number of students on the roll rose during the year from 113 to 139. There was a slight fall last year, which, as much smaller than that of a number of successive years previously, seemed, at the time, to indicate the turning point in the numerical decline of the College. This inference is supported by the figures now returned; and I have been informed from Lahore that a further rise has taken place in the new term just begun. As was to be expected, the accession was mainly of extra recruits to the First Year Class, the rise in the Fourth Year Class being counterbalanced by a fall in the Third Year to about its proper strength. This College being the only one in the Province which teaches up to the M. A. standard naturally gets the whole increase of M. A. students. Besides the ordinary students, there were 3 casual students on the roll at the end of the year. The expenditure for the year was Rs. 48,871, or about the same as last year; whilst the fees rose from Rs. 9,397 to Rs. 10,522, and now equal more than one-fifth of the total expenditure on the College. The number of scholarships held by the College has declined from 52 to 35, which, as remarked by the Principal, might be taken to imply 'that a diminishing share of the best material' is finding its way to this Institution. The fall in this respect, however, has been so rapid, that I would hesitate to accept it as likely to be permanent.

Results of examination.

56. The results of the various examinations are given below, in contrast with those of the previous year, which, in the

Intermediate Examination, it may be said, do not support the notion of any deterioration in the material:—

Examinations.		1892.	1891.
Intermediate ...	Candidates	23	17
	Passes	20	12
B. A.	Candidates	49	26
	Passes	22	19
M. A.	Candidates	5	2
	Passes	2	2

In all the examinations, the number of candidates was greater than last year, and in the B. A., it was greater than ever before. In the Intermediate Examination, the percentage of passes was 87, which is highly satisfactory. It is also to be noted that 6 of the 10 First Division places were gained by students of this College, three of these heading the list. In the B. A. Examination, only 45 per cent. passed, against 73 per cent. last year, with none in the First Division. The class was weak, the Principal says, and a good result was not expected. Both the M. A. passes, or 40 per cent. of the candidates, were from this College. It is also satisfactory that, out of the 12 medals, scholarships, and special prizes awarded annually by the University, 8 were won by students of this College.

Moral and Physical Training.

57. The conduct of the students during the year is said to have been satisfactory; and the efforts to influence their character were not relaxed. The College Debating Club was well attended; the Library and Reading Room were frequented as usual; evening lectures of a useful character were delivered to the students in the winter months; and cricket was played with vigour throughout the cold season. The new Boarding House was occupied in October, and had 78 students in residence at the end of the year. There was some delay in completing the arrangements for the residence of the Principal, or one of the Professors, in proximity to the Boarding House, as well as for the much needed Gymnasium; but these wants will now be supplied almost immediately. In laying out the College grounds, it is expected that there will be lawn enough for cricket, foot-ball, &c., which will leave almost nothing further to be desired for the institution.

ST. STEPHEN'S COLLEGE, DELHI.

St. Stephen's College, Delhi.

58. The report on St. Stephen's College, Delhi, with which I have been favoured by the Principal, is given as Appendix B.

Statistics.

59. The number of students on the roll at the end of the year was 52, against 44 last year, the average daily attendance for the year having been 49. The Principal attributes the rather slow rise of College numbers in Delhi to the high rates of fees, which, he remarks, "deter many, even in the well-to-do classes, from continuing their studies." The expenditure for the year was Rs. 17,425, of which about three-eighths were contributed from public funds, and a little over one-sixth from fees. The number of scholarship-holders remains 8, as last year, or a little less than the proper share for the number of students.

University Education.

Examination results.

60. For the Intermediate Examination, 20 candidates appeared, and 10 passed, or 50 per cent., against a general average of 76 per cent. The failures were mostly in Sanskrit, 7 candidates out of 8 who took this subject having failed, notwithstanding, as Mr. Allnutt states, that four of these were far above the usual average in that subject. The results in the other subjects were highly satisfactory; and the Principal complains—with much reason, I consider,—of the mode adopted in examining in this subject as compared with Arabic, and of the standard employed. The matter was considered by the Board of Studies of the Oriental Faculty; and a suggestion was made on the ground that "the standard of marking adopted by one Examiner was too high;" but the Syndicate declined to move in the matter.* The Principal naturally recurs to the question of Moderators, and insists on the necessity of their appointment, or of extending the powers of the Boards of Studies, if the present dissatisfaction is to be removed. In the B. A. Examination, 3 out of 6 passed, which is above the general average of 40 per cent. Sanskrit was again the worst subject.

Moral and Physical Training.

61. The conduct of the students continued to be excellent; and the same means as formerly of giving a higher bent to their character continued to be employed; by constant contact with them; by lectures and addresses; by the Conversation Class, the Reading Class, and Library; and by the encouragement of games and athletics. The restricting of leave to students on account of marriages, &c., which the Principal refers to, cannot but have an important bearing on their moral growth.

General remarks.

62. The College removed into the new building during the year, at the ceremony of opening which His Honor, the Lieutenant-Governor, was present. The new Boarding House, which is on a convenient and healthy site, was also opened; and the students are now comfortably provided for in this way, under efficient and healthful supervision. The Principal notices with satisfaction the founding of two prizes during the year,—one by a grateful parent, and another by an old student of the College, and contrasts their liberality with the indifference of the *raïs* of Delhi in matters of this sort.

THE MISSION COLLEGE, LAHORE.

Lahore Mission College.

63. The report on the Lahore Mission College, with which the Principal has kindly furnished me, is printed as Appendix C.

Statistics.

64. The number of students rose during the year from 134 to 153, the increase being in the B. A. classes. The recruitment from the Schools to the First Year Class continues high, which is hopeful for the continued prosperity of the College. The expenditure for the year was Rs. 22,212, or a little over that of the previous year. The fees rose to Rs. 7,853, being now more than one-third of the total expenditure. The number of scholarship-holders rose from 42 to 48, which is more than the average proportion according to the number of students, and an evidence of successful work.

Examination results.

65. For the Intermediate Examination, 44 candidates appeared, and 37 passed, or 84 per cent., which is a good deal above the general average. The 2 candidates in the Calcutta F. A. Examination (with one pass) are not included in the number of Intermediate candidates. The results by subjects are highly satisfactory, Sanskrit being the lowest. Four of the successful candidates were placed in the First Division, the Aitchison-Rám Rattan Scholarship for proficiency in Sanskrit being won by one of these. In the B. A. Examination, out of 26 candidates, 13 passed, or 50 per cent., one of the successful candidates heading the list,

* The Syndicate has since acted on the recommendation of the Board of Studies, with the result that a supplementary list of passes for both the Intermediate and Entrance Examinations has been issued, and incorporated in the returns of this report.

and standing alone in the First Division. Two or three of the failures are said to have been among the best prepared men of the class. Out of 4 candidates in Sanskrit, only one passed; and the Principal expresses the opinion that some adjustment in the standards of the Classical Languages is required.

Moral and Physical Training.

66. The conduct of the students was uniformly good; and much continued to be done for their moral culture. Special lectures were delivered out of College hours, having a moral and religious bearing; the Students' Debating and Literary Societies continued to be successful; and more use was made of the College Library. In the way of athletics, cricket, foot-ball, and tennis seem to have been more actively played than heretofore. The large numbers make the Boarding House accommodation a little cramped; but, with the continuance of an extra hired house not far from the College, the provision in this respect is adequate and comfortable.

THE THREE MINOR COLLEGES.

The Minor Colleges.

67. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College, at Lahore, and the Municipal Board College at Amritsar, is printed as Appendix D., and that of the Inspector, Ráwalpindi Circle, on the Scotch Mission College at Siálkot, as Appendix E. These Colleges, at present, teach up to the Intermediate standard only.

Daya Nand Anglo-Vedic College.

68. In the Daya Nand Anglo-Vedic College, the number of students rose during the year from 61 to 89, which is satisfactory. The expenditure rose by Rs. 730 to Rs. 3,736, and the fees by Rs. 620 to Rs. 2,109, and now exceed one-half of the expenditure. Four scholarships were current during the year. In the Intermediate Examination, out of 48 candidates, 39 passed, or over 81 per cent., against 52 per cent. last year. The Boarding House attached to the College has 36 students in residence. A large new College building is in course of erection, which will supply what is, at present, a great want. This Institution is a most interesting, as well as a most welcome, example of self-help and honorable private enterprise on the part of its public-spirited supporters.

Amritsar Municipal Board College.

69. In the Municipal Board College, Amritsar, there were 23 students on the roll at the end of the year, or 2 more than last year. The expenditure for the year was Rs. 5,053, of which Rs. 1,144 were raised in fees. Eight scholarships were held during the year, which is more than the average proportion for the number of students; but some of them were irregular, and will not be continued. Of 10 candidates in the Intermediate Examination, 6 passed, against 3 out of 8 last year. As most of the students belong to Amritsar, only one is resident in the Boarding House. The College students seem to lose some of their enthusiasm for athletics on leaving the school classes, which is much to be regretted.

Scotch Mission College, Siálkot.

70. The Scotch Mission College, Siálkot, which promised so well last year, has a less satisfactory record this one. The number on the roll fell from 16 to 6, the decline being attributed to the high fees. The total expenditure was Rs. 6,660, mostly met from Mission Funds. Two scholarships were current at the end of the year. In the Intermediate Examination, 4 out of 6 candidates passed, against 7 out of 10 last year. It is to be hoped that the numbers have been made up in the recent recruitment.

THE ORIENTAL COLLEGE, LAHORE.

Oriental College.

71. The report of the Principal on the Oriental College, Lahore, together with the remarks thereon of the Managing Committee, is printed as Appendix F. Some of the statistical tables and details are omitted.

Number of students.

72. At the close of the year, the College Department contained 72 students, against 79 in the previous year, distributed

University Education.

as follows:—On the General side, reading for the Intermediate and Degree Examinations, 16, against 19 last year; on the Oriental Language side, reading for Oriental Titles, 56, against 60. In the School Department, there were 56 on the rolls, compared with 49 in the previous year, of whom 14 were reading for the Entrance Examination, Oriental Faculty, and 42 for the junior grade Oriental Language Examinations. The total number in both the College and the School Department is the same as last year, namely 128, of whom 94 receive regular instruction in English. In addition to the above, the staff of this College instructs the students of the Government College in their Oriental Classical Languages, in which connection the mistake seems to have been made of returning all M. A. students in Oriental Languages—there being no other subject of instruction for them, as belonging to the Oriental College. Eighty-two per cent. of the College students are in receipt of scholarships, but only 28 per cent. in the School. The distribution according to creed remains much as last year, namely, 67 Muhammadans, 44 Hindús, and 17 Sikhs.

Expenditure and fees.

73. The total expenditure for the year amounted to Rs. 32,172, or about the same as last year. The fees collected amounted to only Rs. 514-4, the School contribution being but Rs. 47-4. With the all but general introduction of English, it might be safe, as well as expedient, to raise the fees a little.

Examination results.

74. *In the College Department* on the General side, 5 went up for the Intermediate Examination and *all* passed; 2 for the B. O. L. Examination, of whom one passed; and one for the M. O L. Examination in Arabic, who passed. On the Oriental Language side, 6 appeared in the two higher examinations in Sanskrit, of whom 5, or 83 per cent., passed; 10 appeared in Arabic, and 6 in Persian, all of whom passed; and 4 in the High Proficiency Examination in Gurmukhí, of whom 3, or 75 per cent., passed. *In the School Department*, on the General side, 6 appeared in the Entrance Examination, Oriental Faculty,—5 in Urdú and 1 in Hindí, and 2, or 33 per cent., passed, which guarantees but a small recruitment to the General side of the College. On the Oriental Language side, 5 out of 8, or 62 per cent., passed the Proficiency Examination in Sanskrit; 3 out of 3, the same Examination in Arabic; 3 out of 5, or 60 per cent., in Persian; and one candidate passed by the same standard in Gurmukhí. For the Government College students, the results in Oriental Languages in the Arts Examinations were satisfactory, the averages being, in Sanskrit, 70, in Arabic 83, and in Persian 78, per cent.

Progress and prospects.

75. There can be no doubt that this Institution is now thoroughly well managed; and the examination results for the year must be pronounced as very satisfactory. The out-look, however, for the General, or Degree, side of the College continues unpromising; and I regard the very general introduction of English with a good deal of suspicion.

THE MEDICAL COLLEGE, LAHORE.

Medical College.

76. The report of the Principal of the Medical College, Lahore, is printed as Appendix G; and the following remarks, in review of the report, have been forwarded to me by the Inspector-General of Civil Hospitals:—

Number of students.

"The number of students of all classes attending the College and School in the year under review was 322. The numbers in the four previous years were as follows:—1887-88, *195*; 1888-89, *254*; 1889-90, *300*; and 1890-91, *297*.

Increase.

"The increase has been most marked in the students attending the College in the ~~Assistant~~ Surgeon Class, and it has not been confined to the one year, as is shown by the following figures for the past five years:—1887-88, *61*; 1888-89, *85*; 1889-90, *106*; 1890-91, *124*; and 1891-92, *144*. Thus, within four years, the class has increased from 61 to 144, and the teaching has continued to be as efficient without any material

Assistant

increase in the teaching staff—a fact which is, I think, highly creditable to the Principal and Professors.

Free students.

"Another point worthy of notice is that the increase has been almost entirely in the free students. In 1887-88 there were 18 free male students, or a percentage of 29·5 of the whole class. In 1888-89 there were 32 free male students, or a percentage of 37·6 of the whole class. In 1889-90 there were 52 free male students, or a percentage of 49·0 of the whole class. In 1890-91 there were 69 free male students, or a percentage of 55·6 of the whole class. In 1891-92 there were 79 free male students, or a percentage of 55·0 of the whole class. These figures indicate that Licentiates in Medicine and Surgery find yearly more openings for following their profession outside Government service.

Female students.

"There were only 6 female students in the College Class, 4 of them being Punjab Government Scholarship-holders, one of the North-Western Provinces Government, and one a free student. The demand for this class of female practitioners is increasing, and it cannot, at present, be met. The career is an honorable and fairly lucrative one, and I think it is as well to mention that six scholarships are available to females who have passed the Entrance or higher Examination in Arts in any Indian University.

Hospital Assistant Class.

"There were in the Hospital Assistant Class attending the Medical School 178 pupils. There was only an increase of 5 on the previous year; but the number in this class almost entirely depends on the requirements of the different Governments. Seventeen students were entertained at the request of the Chief Commissioner of Burma for service in that Administration; but the number of Military students diminished by 12.

"The number of free students has always been small among the Hospital Assistant Class, and in the year 1891-92 there were only 29, or 16·2 per cent. of the class. The career is not sufficiently attractive for men with any money, and it appears to me that the only means by which the class can be enlarged and the Provincial service fully recruited is by increasing the number of stipends.

"There were 10 female students in the class, eight of whom were in receipt of stipends. There are altogether 21 stipends available averaging Rs. 10 per mensem, but candidates are not forthcoming. Female Hospital Assistants would find no difficulty in obtaining employment.

Expenditure.

"A clear and full explanation is given by the Principal in his report on the expenditure in both institutions. There has been a decrease in expenditure of Rs. 2,010 on the whole. The average cost for each student was Rs. 258, as compared with Rs. 275 and Rs. 286 in 1889-90 and 1890-91, respectively.

Examination results.

"Nineteen candidates presented themselves for the examination in April last for the L. M. S. diploma of the University. Of these, 8, or 42 per cent., passed. In the previous year the percentage of pases was 38. Ten of the candidates were examined for the first time, and of these, 6, or 60 per cent., passed. All the remaining 9 candidates had failed at the previous examination. One of them has attended the College for eleven years, another for eight, and a third failed on two previous occasions. Three such chronic students materially affect the percentages in such a small number.

"Most of the failures, *viz.*, 8, occurred in Midwifery. This is easily accounted for by the absence of cases for practical instruction. Attendance on a few cases acts as a revelation to the student, and the theory of the art as taught in lectures and learnt in books becomes clearer, and is more easily grasped. The College authorities cannot be held responsible for these failures, as they are unable to remedy the defect in the teaching. A knowledge of Midwifery to the ordinary Licentiate of Medicine and Surgery is a useless acquirement, as he is rarely called upon to practise it; and I think that the question of lowering the pass marks for it is one worthy of consideration. A special license in Midwifery might be given to those students desirous of qualifying for it.

"Fifty-three candidates were examined in the Hospital Assistant Class, and 39, or 73·6 per cent., passed. In the previous year the percentage was 59.

Conduct of the students.

"The Principal reports that the conduct of the students has been satisfactory, with the exception of those comprising a section of the students in the School, called the Burma Class, four of whom were expelled for insubordination."

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular.									Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Vernacular Board Schools.	Vernacular Aided Schools.	Total Anglo-Vernacular and Vernacular School.	Number learning English.	Number of agriculturists.	Open Scholarships.	Jubilee Scholarships.	Zamindári Scholarships.	Other Close Scholarships.	Total.
Number of High Schools,	1891-92	...	22	19	8	49	...	1	50	...	...	...	...	...	...	...
	1890-91	...	19	19	4	42	...	1	43	...	...	...	...	...	...	...
	Increase	...	3	...	4	7	...	...	7	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1891-92	...	49	16	11	76	122	1	199	...	...	...	...	...	...	...
	1890-91	...	52	16	12	80	125	...	205	...	...	...	...	...	...	...
	Increase	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
	Decrease	...	3	...	1	4	3	...	6	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1891-92	...	71	35	19	125	122	2	249	...	...	...	...	...	...	...
	1890-91	...	71	35	16	122	125	1	248	...	...	...	...	...	...	...
	Increase	...	...	...	3	3	...	1	1	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
Number of Scholars. — *High Stage*	1891-92	...	906	751	281	1,938	...	56	1,994	1,980	288	309	55	18	28	410
	1890-91	...	745	660	175	1,580	...	49	1,629	1,614	201	306	61	11	65	443
	Increase	...	161	91	106	358	...	7	365	366	87	3	...	7	...	...
	Decrease	...	...	...	...	...	...	...	...	...	..	...	6	...	37	33
Middle Stage	1891-92	...	4,363	2,116	827	7,306	4,056	45	11,407	7,306	2,720	633	130	23	593	1,379
	1890-91	...	4,044	2,198	590	6,832	3,923	...	10,755	6,832	2,371	584	143	6	568	1,301
	Increase	...	319	...	237	474	133	45	652	474	349	49	...	17	25	78
	Decrease	...	...	82	...	...	...	...	...	...	...	...	13	...	...	...
Total Secondary Stage.	1891-92	...	5,269	2,867	1,108	9,244	4,056	101	13,401	9,286	3,008	942	185	41	621	1,789
	1890-91	...	4,789	2,858	765	8,412	3,923	49	12,384	8,446	2,572	890	204	17	633	1,744
	Increase	...	480	9	343	832	133	52	1,017	840	436	52	...	24	...	45
	Decrease	...	..	...	...	...	...	...	...	...	...	...	19	...	12	...
Upper Primary Stage	1891-92	...	5,188	2,337	662	8,187	3,030	51	11,268	9,293	2,401	13	8	10	32	63
	1890-91	...	4,962	2,190	626	7,778	3,102	...	10,880	7,778	2,378	13	9	2	49	73
	Increase	...	226	147	36	409	...	51	388	1,515	23	...	...	8	...	...
	Decrease	...	...	...	...	..	72	...	...	...	...	...	1	...	17	10
Lower Primary Stage.	1891-92	...	6,970	4,046	1,218	12,234	10,828	159	23,221	827	6,201	...	...	...	...	...
	1890-91	...	6,324	3,328	929	10,581	10,149	...	20,730	625	5,004	...	...	...	2	2
	Increase	...	646	718	289	1,653	679	159	2,491	202	1,197	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
Total Primary Stage.	1891-92	...	12,158	6,383	1,880	20,421	13,858	210	34,489	10,120	8,602	13	8	10	32	63
	1890-91	...	11,286	5,518	1,555	18,359	13,251	...	31,610	8,403	7,382	13	9	2	51	75
	Increase	...	872	865	325	2,062	607	210	2,879	1,717	1,220	...	...	8	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	1	...	19	12
Grand Total	1891-92	...	17,427	9,250	2,988	29,665	17,914	311	47,890	19,406	11,610	955	193	51	653	1,852
	1890-91	...	16,075	8,376	2,320	26,771	17,174	49	43,994	16,849	9,954	903	213	19	684	1,819
	Increase	...	1,352	874	668	2,894	740	262	3,896	2,557	1,656	52	...	32	...	33
	Decrease	...	...	...	...	...	...	...	...	...	...	...	20	...	31	...

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS.)

SECTION A.—SECONDARY SCHOOLS.

	Paras.
Statistics	77
Number of schools	78
Number of scholars	79
Expenditure	80
Fees	81
Scholarships	82
Examination results	83
Entrance Examination	84—85
Middle School Examination	86—87
Calcutta Entrance Examination	88
Boarding Houses	89
Advance of English compared with Vernacular education	90
The teaching of English	91

SECTION B.—PRIMARY SCHOOLS.

Statistics	92
Number of schools and scholars	93
Expenditure	94
Fees	95
Scholarships	96
Examination results	97
Zamíndárí Schools	98
Unpopularity of Zamíndárí Schools,	99
Gurmukhí Branch Schools	100

SECTION C.—GENERAL QUESTIONS.

Character of the instruction	101
Conduct and discipline	102
Moral instruction	103
Physical training— In the Delhi Circle, In the Jullundur Circle, In the Lahore Circle, In the Ráwalpindi Circle, In the Deraját Circle	104
Buildings and accommodation	105
Furniture and appliances	106
Libraries	107
General progress	108
The maintenance of efficiency	109
Emulation in the scholars	110
Educational Institutions in Native States	111
Examination results for Native States	112

SECTION A.—SECONDARY EDUCATION.

Statistics.

77. The table on the opposite page compares the statistics of Secondary Schools for Native Boys for the last two years.

Number of schools.

78. The number of Secondary Schools rose by 1 during the year, and now stands at 249. Of this total, 125 are Anglo-Vernacular, and 124 Vernacular Schools, against 122 and 126, respectively, in the previous year. The number of High Schools is now 50, against 43 last year, only 1—the School attached to the Oriental College, Lahore,—being a Vernacular School. Corresponding with the increased number of High Schools, the Middle Schools have decreased from 205 to 199, the difference of 1 to the good going to show that the single new school under this head was a Middle School. Of the Middle Schools, 76 are Anglo-Vernacular, and 123 Vernacular.

Number of scholars.

79. Whilst the rise in the number of schools is but nominal, there is an increase from 43,994 to 47,890, or about 9 per cent., in the scholars. The increase extends over all the stages of instruction. In the High Departments there are now 1994 scholars, and in the Middle, 11,407; or altogether 13,401 in the Secondary stage of instruction, against 12,384 last year. The remainder, or 34,489, belong to the Primary stage, or an increase on last year of 2879 scholars. It is worthy of notice that about 47 per cent. of the total increase was in the Aided and Unaided Schools, and about 42 per cent. in agriculturist pupils.

Secondary Schools. Expenditure.

80. The following statement gives the expenditure on Secondary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1891-92 ...	6,981	24,701	1,58,948	1,39,767	9,399	3,39,796
	1890-91 ...	5,955	26,696	1,60,525	1,27,420	8,965	3,29,561
	Increase ...	1,026	...	...	12,347	434	10,235
	Decrease ...	...	1,995	1,577	...	...	...
Aided Schools ...	1891-92 ...	59,993	808	12,570	86,345	55,109	2,14,825
	1890-91 ...	59,175	873	10,390	95,458	56,847	2,22,743
	Increase ...	818	...	2,180	..	...	...
	Decrease ...	...	65	...	9,113	1,738	7,918
Unaided Schools ...	1891-92 ...	...	...	...	16,068	23,551	39,619
	1890-91 ...	...	...	...	11,989	25,723	37,712
	Increase ...	...	...	...	4,079	...	1,907
	Decrease ...	...	...	...	...	2,172	...
Total Anglo-Vernacular Schools.	1891-92 ...	66,974	25,509	1,71,518	2,42,180	88,059	5,94,240
	1890-91 ...	65,130	27,569	1,70,915	2,34,867	91,535	5,90,016
	Increase ...	1,844	...	603	7,313	...	4,224
	Decrease ...	...	2,060	...	...	3,476	...
VERNACULAR SCHOOLS.							
Board Schools ...	1891-92 ...	...	69,490	17,454	30,754	646	1,18,344
	1890-91 ...	...	66,272	17,317	29,376	547	1,13,512
	Increase ...	...	3,218	137	1,378	99	4,832
	Decrease ...	...	...	...	...	...	...
Aided Schools ...	1891-92 ...	2,121	216	247	85	2,362	5,031
	1890-91 ...	1,617	64	211	34	2,989	4,915
	Increase ...	504	152	36	51	...	116
	Decrease ...	...	...	...	...	627	...
Grand Total Anglo-Vernacular and Vernacular Schools.	1891-92 ...	69,095	95,215	1,89,219	2,73,019	91,067	7,17,615
	1890-91 ...	66,747	93,905	1,88,443	2,64,277	95,071	7,08,443
	Increase ...	2,348	1,310	776	8,742	...	9,172
	Decrease ...	...	...	...	...	4,004	..
Scholarships ...	1891-92 ...	4,297	41,812	10,804	...	3,764	60,677
	1890-91 ...	3,261	40,960	10,191	...	3,692	58,104
	Increase ...	1,036	852	613	...	72	2,573
	Decrease ...	...	..	...	...	..	...

There is a total increase of Rs. 9,172, or about 1·2 per cent., making the whole cost on these schools Rs. 7,17,615, to which Provincial Revenues contribute less than one-tenth, Municipal Funds about one-fourth, District Funds more than one-seventh, 'Other Sources' nearly one-eighth, and Fees about three-eighths. The greater part of the increase for the year is covered by a rise

Secondary Schools.

in the Fees. The increase from Provincial Revenues was chiefly due to enhanced expenditure on the Lahore Central Model School; that from District Funds was on account of improved salaries, and the more general employment of Gymnastic Instructors; and that from Municipal Funds entirely on new and enhanced grants. In Anglo-Vernacular Government and Board Schools, the expenditure from Local Funds tends to go down as the fees rise; and the same cause even more certainly diminishes the return from 'Other Sources' in Aided and Unaided Schools. According to the figures above given, the average annual cost, per scholar, in Secondary Schools, is now about Rs. 15, a little more than one-half of which is contributed from fees and private sources. The cost, per head, in Anglo-Vernacular Schools is about Rs. 20; whilst, in Vernacular Schools, it is just one-third of that rate.

Fees.

81. As already stated, the Fee receipts for the year rose considerably, and now stand at Rs. 2,73,019, or about 38 per cent. of the total expenditure. The rise extends to all but the Aided Schools, which show a decrease of as much as Rs. 9,113. This, however, is merely nominal, being due to the fact that only one-half the amount paid by the students of the Aitchison College, Lahore, has this year been returned as tuition fees, instead of the whole as formerly, the remainder being considered as more properly due to cost of residence. This accounts for a decrease of Rs. 12,799; so that, correctly speaking, as compared with last year, Aided Schools should have been shown with an increase in fees of Rs. 3,686; and the total rise should have been Rs. 21,541 instead of only Rs. 8,742. The Anglo-Vernacular Schools, it may be observed, contribute about eight-ninths of the fees.

Scholarships.

82. The number of scholarships current at the end of the year was 1852, against 1819 last year, which gives an average of about one scholarship to every 24 scholars. In High Departments, 410 scholarships were current, or an average of about one to every 5 scholars reading at that stage; in Middle Departments, 1379 were current, or a little under one to every 8 scholars; and in Upper Primary Departments only 63 were current. The number of Open Scholarships has a fixed maximum, as well as the High School Jubilee and Zamíndárí Scholarships; but the other scholarships depend on the will of Local Boards, subject, in the case of Close Scholarships, to the approval of Government. Of the fixed scholarships, 1028 out of a maximum of 1207, were current, leaving upwards of 800 provided by Local Boards on their own motion. It may be noticed that, whilst the number of Zamíndárí Scholarships, for the benefit of the children of agriculturists has risen, that on Jubilee Scholarships for Muhammadans has slightly fallen. There is also a fall in the number of Close Scholarships, mostly in the High Departments. The expenditure on scholarships for the year rose by Rs. 2,573 to Rs. 60,677, more than five-sixths of which were met from Local Funds. The debit to Provincial Revenues is on account of the High School Jubilee and Zamíndárí Scholarships already referred to. The expenditure from 'Other Sources' is chiefly on account of local endowments, including the Turnbull Scholarships for Ját boys in the Delhi Division. The scholarships are probably now quite numerous enough; but the principle of their award is strictly on the ground of merit.

Examination results.

83. The following table compares the results of the Entrance and Middle School Examinations for the last two years:—

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.*
Anglo-Vernacular Examination.									
Government and Board Schools.	1891-92 ...	417	180	67·1	1,288	866	67·2	102	95
	1890-91 ...	325	154	47·4	1,166	841	72·1	17	85
	Increase ...	92	126	19·7	122	25	...	15	10
	Decrease ...	...	...	...	...	...	4·9	...	...
Aided Schools ...	1891-92 ...	376	190	50·5	725	409	56·4	92	80
	1890-91 ...	314	109	34·7	722	452	62·6	85	81
	Increase ...	62	81	15·8	3	...	...	7	...
	Decrease ...	...	...	...	...	43	6·2	...	1
Unaided Schools ...	1891-92 ...	129	70	54·2	262	111	42·4	23	19
	1890-91 ...	98	31	31·6	160	100	62·5	11	9
	Increase ...	31	39	22·6	102	11	...	12	40
	Decrease ...	...	...	...	...	...	20·1	...	...
Total Anglo-Vernacular Examination.	1891-92 ...	922	540	58·5	2,275	1,386	60·9	217	194
	1890-91 ...	737	294	39·9	2,048	1,393	68·0	183	175
	Increase ...	185	246	18·6	227	...	...	34	19
	Decrease ...	...	...	...	...	7	7·1	...	...
Vernacular Examination.									
Government and Board Schools ...	1891-92 ...	3	2	66·6	1,275	1,061	83·2	...	...
	1890-91 ...	4	1	25·0	1,123	772	68·7	...	...
	Increase ...	...	1	41·6	152	289	14·5	...	...
	Decrease ...	1	...	...	...	...	...	...	...
Aided Schools ...	1891-92 ...	6	2	33·3	25	21	84·0	...	...
	1890-91 ...	8	4	50·0	5	2	40·0	...	...
	Increase ...	...	...	...	20	19	44·0	...	...
	Decrease ...	2	2	16·7	...	...	...	...	...
Unaided Schools ...	1891-92 ...	...	...	...	3	3	100·0	...	...
	1890-91 ...	1	...	...	15	14	93·3	...	...
	Increase ...	...	...	...	...	...	6·7	...	...
	Decrease ...	1	...	...	12	11	...	...	...
Total Vernacular Examination.	1891-92 ...	9	4	44·4	1,303	1,085	83·3	...	...
	1890-91 ...	13	5	38·5	1,143	788	68·9	...	...
	Increase ...	...	...	5·9	160	297	14·4	...	...
	Decrease ...	4	1	...	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1891-92 ...	931	544	58·4	3,578	2,471	69·1	217	194
	1890-91 ...	750	299	39·9	3,191	2,181	68·4	183	175
	Increase ...	181	245	18·5	387	290	·7	34	19
	Decrease ...	...	..	...	...	...	...	...	...

* Exclusive of those who took up English only.

Entrance Examination.

84. In the last Entrance Examination, 544 out of 931 candidates, or 58 per cent., passed, against 299 out of 750, or about 40 per cent. in the previous year. The rise is satisfactory; but the fluctuation is probably more owing to a difference in the test applied than to any greater preparedness on the part of the candidates; and, in the interests of the schools, arrangements are much required by which, from year to year, greater uniformity both in questioning and in valuing the replies may be secured. Of the successful candidates, 540 belong to the Anglo-Vernacular Schools, and only 4 to the Vernacular; but, as explained last year, the latter have all but ceased to exist. Comparing the different classes of schools, Government and Board Schools passed 67 per cent., Unaided Schools, 54 per cent., and Aided Schools 50 per cent. of their candidates. The relative position of the Circles, according to the average of passes in this examination, is Delhi, first, with 66 per cent.; Derajat, second, with 65; Rawalpindi, third, with 58; Lahore, fourth, with 52; and Jullundur, fifth, with 47. It may be noted, however, that the number

of candidates from the Lahore Circle was nearly equal to that of all the other Circles put together. According to the number of passes, the order of the Circles would be—Lahore, Ráwalpindi, Delhi, Jullundur, and Deraját.

Most successful Schools.

85. The schools with the highest percentage of passes in the Entrance Examination were the Jullundur Municipal Board School, with 93 per cent., the Scotch Mission School, Siálkot, with 92 per cent., the Mooltan Municipal Board School, with 91 per cent., and the Municipal Board School, Bhera, with 90 per cent.,—all excellent results, and highly creditable to the schools. The altogether best result was that of the Mooltan Municipal Board School, which, with 91 per cent. of successes as above recorded, had six places in the First Division, and amongst these, the 1st, 2nd, 6th, 7th, and 9th places. The Municipal Board School, Rewárí, the Dera Isma'íl Khán Board School, the Anglo-Arabic School, Delhi, the Umballa City Mission School, and the Gujránwála Mission School also took high places, with 85, 84, 75, 74, and 72 per cent., respectively, of successes; and the Central Model School, at Lahore, and the Municipal Board Schools at Delhi, Gurdáspur, Jhang, Amritsar, and Ludhiána, with from 70 to 60 per cent. of passes, are also deserving of mention. The Aitchison College, though the number competing was comparatively small, must be held to have distinguished itself, with 6 out of 7 successes, or 85 per cent.

Middle School Examination.

86. The number of candidates in the Middle School Examination, not including 217 who appeared in English only, rose from 3191 to 3578, of whom 2275 were on the Anglo-Vernacular side, and 1303 on the Vernacular. The total number of passes was 2471, or an average of 69 per cent., against 68 per cent. in the previous year. The average of successes on the Vernacular side was much higher than that on the Anglo-Vernacular. On the latter side, the relative order of the different classes of these schools is—Government and Board Schools, with 67 per cent., Aided Schools, with 56 per cent., and Unaided Schools, with 42 per cent. The number of Vernacular Middle Schools, other than Government and Board Schools, is so small as to render a comparison of this nature of no importance. The order of the Circles, according to the percentages of success in this examination, is—Deraját, with 79 per cent., Ráwalpindi, with 72, Jullundur, with 68, Delhi, with 59, and Lahore, with 58; but the number of candidates from the Deraját Circle was comparatively small; and the larger Circles are now weighted with a number of not long established inferior schools, which spoil their average. According to the number of passes, the order would be as above after the Lahore and Deraját Circles had changed places.

Schools specially mentioned.

87. The particular results in the Middle School Examination were generally very good; but a number of schools achieved unusual success. On the Anglo-Vernacular side, the following schools, both on account of the number and the high percentage of passes, deserve special notice:—Gujránwála Mission (65 out of 85), Ráwalpindi Mission (51 out of 75), Gurdáspur Municipal Board (50 out of 55), Mooltan Municipal Board (41 out of 57), Jhang Municipal Board (39 out of 47), Delhi Municipal Board (33 out of 36), Jullundur Municipal Board (30 out of 33), Dera Ghází Khán Municipal Board (30 out of 36), Ludhiána Municipal Board (28 out of 32), Hoshiárpur Municipal Board (27 out of 38), and Gujránwála Municipal Board (25 out of 37). The following smaller schools deserve also to be mentioned for their high percentages:—Núrpur Municipal Board (100 per cent.), Dera Isma'íl Khán Mission (94 per cent.), Umballa City Mission (93 per

Scondary Sechools.

cent.), Edwardesabad Municipal Board (87 per cent.), Pasrúr and Hazro Municipal Boards (85 per cent.), Ferozepore Municipal Board (84 per cent.), Sháhpur Municipal Board (82 per cent.), and Dera Isma'íl Khán, Siálkot, and Ságri Municipal Boards (80 per cent.). The following small schools passed all their candidates :—the Chakwál, Srígovindpur, Sirsa, Pathánkot, and Kamália Municipal Board Schools, the Batála City Mission School, and the Victor School, Jullundur Cantonment. On the Vernacular side, the Hariána, Moga, Gujarwál, Sarái Sidhú, and Bangah Schools passed the highest number of candidates, with high percentages; and the Nakodar School, with 17 passes, the Murinda, Tansa, Kunjáh, and Sharaqpur Schools, with 16 each, and the Garhshankar, Mahalpur, and Khusháb Schools, with 15 each, and an average of over 90 per cent. of passes, deserve also to be mentioned. Six of the schools in the Ludhiána District, five in the Umballa and Hissár Districts, four in the Siálkot District, and three in the Kángra, Bannú, and Dera Ghází Khán Districts, passed all their candidates. The boy who gained the highest marks in the Province belonged to the Nadáun School in the Kángra District, which school has already been included in those who passed all their candidates.

Calcutta Entrance Examination.

88. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following statement gives the returns for the past year :—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools	1891-92 ...	44	12	27·3
	1890-91 ...	44	14	31·8
	Increase ...	...	...	...
	Decrease ...	...	2	4·5
Aided Schools	1891-92 ...	70	13	18·6
	1890-91 ...	65	15	23·1
	Increase ...	5	...	...
	Decrease ...	...	2	4·5
Unaided Schools	1891-92 ...	26	6	23·1
	1890-91 ...	22	9	40·9
	Increase ...	4	...	...
	Decrease ...	...	3	17·8
Total ...	1891-92 ...	140	31	22·1
	1890-91 ...	131	38	29·0
	Increase ...	9	...	...
	Decrease ...	...	7	6·9

There were altogether 140 candidates, of whom only 31 passed, or 22 per cent., against 38 out of 131, or 29 per cent., in the previous year. The result is not at all satisfactory; and it is a warning that the Calcutta standard should not be attempted without specially directed preparation. The Aided Schools, which contributed the greatest number of candidates, fared the worst, with only 18 per cent. of passes. This examination, as explained last year, does not enter into our departmental system; and those who appear in it do so at their own option, and on their own responsibility, wishing merely to have a double chance of success. But the practice is not a good one, as tending to slacken undivided effort; and I am somewhat surprised to find it this year rather on the increase. The Calcutta University, it may be observed, requires a certificate in favour of every candidate before he is admitted to the Entrance Examination," that, judging

from the exercises he has sent up, and the test examination to which he has submitted, there is a reasonable probability of his passing;" and Head Masters of Punjab Schools may be fully able to make this declaration. But it may be doubted whether an average of 22 per cent. of passes will convince the University that much care was exercised as to the spirit of the regulation; and, according to a recent ruling of the Syndicate, disqualification from sending candidates, which would not add to the educational repute of the Province, may be the result.

Boarding Houses.

89. It is a standing regulation that, as far as possible, a Boarding House should be attached to every Secondary School; and, during the past year, a good deal was done in this connection. With a very few exceptions, all the Anglo-Vernacular Schools are now supplied, more or less satisfactorily, with Boarding Houses; and, in almost every District, steps are being taken to satisfy the requirement in regard to Vernacular Schools. The most backward Circle in this respect is that of Delhi, especially in the Delhi, Rohtak, and Karnál Districts; and the Lahore Inspector instances cases where the arrangements are not yet as they should be. But, on the whole, the reports speak hopefully of what is being done. The accommodation provided is often in hired buildings, which are not always suitable; but the number of specially built houses increases yearly. The standing orders on the subject also require that every Boarding House should be supplied with certain articles of simple furniture, and with the necessary servants; and, generally, this regulation for the convenience and comfort of the inmates is complied with. In some Districts, however,—notably in Ferozepore and Kángra,—this is not so; the boarders have to make their own arrangements; and organization suffers. The supervision of the Boarding-houses, under the requirements of the Education Code, is said to be gradually improving; the conduct of the boarders during the past year seems to have been, generally, very satisfactory; and evidence is borne to a steady advance in the growth of good-fellowship among them. With regard to the provision of Boarding Houses, the Inspector of Schools, Jullundur Circle, makes the following remarks:—"Municipal Committees, as a rule, grudge the expenditure on Boarding Houses from their own funds. They assert, and with reason, I think, that this portion of the expenditure on their schools should be defrayed from District Funds, the institutions being intended chiefly for the convenience of students who come from villages." It is true that the burden of this provision falls almost exclusively on Municipalities; and there is, perhaps, no reason why District Funds, where necessary, should not be requisitioned to help in this way; but the maintenance of a good Boarding House, in connection with any school, should, properly speaking, not be deemed a hardship, but a duty to the Central School itself, as well as to the surrounding community. In contrast with hesitancy like that recorded above is the occasional liberality of private gentlemen in supplying Boarding Houses to the schools in which they are interested at their own charges.

Advance of English compared with Vernacular education.

90. It will be seen from the table at the beginning of this Chapter that the number of boys learning English in the Secondary Schools of the Province increased during the year by 2557, the rise being in all the stages of instruction. It will also be seen that the increase of scholars in Vernacular Schools is less than one-third of the rise in Anglo-Vernacular Schools. From these two facts, there can be no doubt that the desire of the people is mainly for an English education.

Secondary Schools.

This does not mean that the advantages of a plain elementary education in the Vernacular are being less appreciated, or that there is likely to be a decline in the demand for this kind of instruction, but merely that the forward movement is mostly towards English. And this is not to be wondered at. Parents in the remotest parts now see the high market value of an English education; and they would sooner have that for their children than anything of less worth. As Mr. Harvey remarks, "even in the small Vernacular Schools, the zamíndár would much rather have his son learn English than the Vernacular alone, if he could afford it; or, as he himself expresses it, he would rather have one hundred rupees in silver than in copper, if he had it at all." The merely educative value of a Vernacular education weighs but lightly against the remunerative worth of English. And this state of the case results in a very general desire to have more English Schools, which is restrained, so far as Board Schools are concerned, by the Code Regulation requiring that now such schools should be on the grant-in-aid system, involving contributions from the public. Yet several Board Vernacular Middle Schools were changed into Anglo-Vernacular Schools during the year; and two other schools were made over by a District Board to a Mission Body with the object of getting English taught in them. It is chiefly, however, by the opening of what are called Venture Schools, that this increasing demand will be supplied, which will not be an unalloyed benefit to English education, as the multiplication of these barely equipped schools introduces a lower level of efficiency, and an inferior outcome. It may be further noted under this head, that the Board Anglo-Vernacular Schools at Karnál and Jhelum were raised during the year to the High grade, thus reducing by two the number of Districts in the Province without a complete educational equipment.

The teaching of English.

91. The question of how to improve the teaching of English in the schools has long occupied the attention of the Department. My own impression is, that, of late years,—partly because of the larger classes, but mainly because of the growth of an impure Anglo-Indian English dialect among both teachers and scholars,—the practical English of our schools has deteriorated. Whether this be the case or not, the fact remains that, even in the senior College Classes, the power to write and speak correct English is not what it should be; and regarding what it is in the schools, and the need of improvement, Mr. Lewis, Inspector of the Lahore Circle, writes:—"This is the first occasion in which I have held charge of a Circle during the cold weather inspection, and I am obliged to place on record my disappointment with the knowledge and practical use of English throughout the schools. It is absolutely necessary that measures should be taken to improve the teaching of English, and to require a higher standard of attainment than that which is now sufficient for success in the examinations conducted by the University. The great demand for English creates an opportunity which it would be a blunder and a palpable wrong to neglect. We can supply the demand, but we must raise our price; we must have better work, and higher attainments—this is the price we should insist on, and that for purely educational purposes, to make the work of our schools far more thorough and mentally more profitable to the scholars than it now is in the study of this language, whose acquisition is so much sought after." The matter was laid before the last Educational Conference, and carefully and fully considered; and I am in hopes that some of the measures proposed, and which have received the sanction of Government, will do much good. These consist chiefly in adding to the time given to the study of English; in beginning English conver-

sation at an early stage; in making English the medium of instruction in certain subjects in the Middle School Classes; in emphasizing translation into English; in substituting explanation in English and paraphrasing in the higher classes for translation; in improving the text-books; in the preparation of a manual of hints on the teaching of English; and in directing the attention of all concerned to existing defects, and the need of remedies. But the whole case will depend mostly on the capacity of the teachers. If they are deficient in pronunciation or idiomatic accuracy, they will naturally not be able to make their pupils otherwise.

SECTION B.—PRIMARY SCHOOLS.

92. The following table gives the statistics of Primary Schools for Native Boys for the past two years:— Statistics.

		Number of Schools.	Number of Scholars.			Number of Agriculturists.
			Upper Primary Stage.	Lower Primary Stage.	Total.	
Government and Board Schools	1891-92 ...	1,663	12,498	72,483	84,981	48,621
	1890-91 ...	1,646	11,997	66,621	78,618	44,344
	Increase	17	501	5,862	6,363	4,277
	Decrease ..	...	...	...	...	...
Aided Schools	1891-92 ...	53	322	2,835	3,157	563
	1890-91 ...	67	356	3,588	3,944	548
	Increase	...	...	...	...	15
	Decrease...	14	34	753	787	...
Unaided Schools	1891-92 ...	15	167	595	762	115
	1890-91 ...	10	127	453	580	32
	Increase	5	40	142	182	83
	Decrease...	...	...	...	...	...
Total	1891-92 ...	1,731	12,987	75,913	88,900	49,299
	1890-91 ...	1,723	12,480	70,662	83,142	44,924
	Increase	8	507	5,251	5,758	4,375
	Decrease...	...	...	...	...	...
Number of scholars in Primary Schools and Primary Department of Secondary Schools.	1891-92 ...	...	24,255	99,134	123,389	57,907
	1890-91 ...	...	23,360	91,392	114,752	52,306
	Increase	...	895	7,742	8,637	5,601
	Decrease...	...	...	...	...	...
Zamíndárí Schools included in the above	1891-92 ...	202	...	6,902	6,902	5,004
	1890-91 ...	212	...	6,920	6,920	4,812
	Increase	...	...	...	...	192
	Decrease...	10	...	18	18	...

Primary Schools.

Number of Schools and Scholars.

93. The number of schools rose by a total of 8, and the number of scholars by 5758, or a little over 7 per cent., giving now 1731 schools, and 88,900 scholars. The gain in the number of schools is due to the addition of 17 new Government and Board and 5 new Unaided Schools, and the subtraction of 14 fewer Aided Schools. But the fall in the Aided Schools is mainly nominal, being largely due to amalgamation and grouping. The gain in the number of scholars, which more than makes up for the fall recorded last year, was chiefly in the Delhi, Ráwalpindi, and Jullunaur Circles. In the Lahore Circle there was a slight decline, owing, it is thought, to migration to recently started Private Schools. It will be observed that nearly four-fifths of the additional scholars are agriculturists, which is highly satisfactory, and attributable, in large measure, to the efforts of Mr. Gladstone in the Umballa District, who has made the elementary education of this class a special object of his attention. If the attendance on the Primary Departments of Secondary Schools be added to the above figures, it will be found that the whole number of scholars at the Primary stage of instruction is 123,389; and if the number attending the Elementary Indigenous Schools, that are regularly inspected and examined for grants (see Chapter VIII), be also taken into account, we shall get a total of 146,996 boys receiving a useful elementary education under the influence of the Department, or as many as 16,798 more than last year.

Expenditure.

94. The statement below gives the expenditure on this class of school for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1891-92	4,431	2,79,646	35,057	39,900	1,459	3,60,493
	1890-91	4,499	2,70,896	35,004	39,273	1,954	3,51,626
	Increase	...	8,750	53	627	...	8,867
	Decrease	68	...	...	...	495	...
Aided Schools	1891-92	4,519	529	965	5,187	10,281	21,481
	1890-91	4,695	143	1,085	6,005	12,157	24,085
	Increase	...	386	...	...	...	...
	Decrease	176	...	120	818	1,876	2,604
Unaided Schools	1891-92	...	...	...	980	2,565	3,545
	1890-91	...	..	...	1,592	1,402	2,994
	Increase	...	...	...	...	1,163	551
	Decrease	...	...	...	612	...	...
Total	1891-92	8,950	2,80,175	36,022	46,067	14,305	3,85,519
	1890-91	9,194	2,71,039	36,089	46,870	15,513	3,82,705
	Increase	...	9,136	...	...	...	6,814
	Decrease	244	...	67	803	1,208	...
Scholarships	1891-92	...	222	12	...	855	1,089
	1890-91	...	305	65	...	...	370
	Increase	...	...	...	...	855	719
	Decrease	...	83	53	...	...	...

Primary Schools.

The total expenditure, it will be observed, now stands at Rs. 3,85,519, or Rs. 6,814 more than last year, being an increase of something less than 2 per cent. The rise in the total is exclusively from District Funds, due chiefly to the increased number of schools. The rise in the case of the Unaided Schools is also due to the same cause; whilst the fall in the Aided Schools is chiefly owing to the grouping with Secondary Schools already referred to. Of the total expenditure, 72·6 per cent. is met from District Funds; 9·3 per cent. from Municipal Funds; 2·3 per cent. from Provincial Revenues; and the remainder, or something short of 16 per cent., from Fees and Other Sources. The expenditure from Provincial Revenues is about equally divided between the Model and Branch Schools, and grants to Aided Schools; the Municipal expenditure is mainly on the Branches of the larger Municipal Board Secondary Schools; and the expenditure from District Funds is all but entirely on Village Schools. The average annual cost, per scholar, in these Primary Schools is now about Rs. 4-6-0, against Rs. 4-9-0 last year, about five-sixths of which is still met from Public Funds.

Fees.

95. There is a fall for the year in the income from Fees of Rs. 803, which was scarcely to be expected. The decline extends to all the Circles except Ráwalpindi, and is greatest in the Lahore and Deraját Circles. It is also, it will be observed, confined in the total to the Aided and Unaided Schools, due, in the former case, to decreased numbers, and in the latter, to more general remissions on account of competition with Private Schools. As the rise in the scholars was, as already noted, mostly of agriculturists, who are exempt from the payment of fees in Government and Board Schools, a large gain in fees, according to that increase, was not to be expected. The rates of fees for Primary Schools are low; more than one-half of the scholars, being agriculturists, are exempt; and the fee receipts amount to only 12 per cent. of the total expenditure, as compared with 38 per cent. in Secondary Schools. Special rates are still allowed in backward Districts; but, as a rule, the full rates of the Code are in force.

Scholarships.

96. In Boys' Schools, scholarships are not awarded in encouragement of Primary instruction, except in special circumstances; and yet a considerable rise is recorded for the year on this account. The rise was entirely from Other Sources; and is explained by the Inspector of the Lahore Circle to have been "on scholarships held in one of the Branches of the Gujránwála Mission High School by low-caste scholars who are converts to Christianity." The expenditure in this behalf from District and Municipal Funds has decreased. That from District Funds was mainly to boys in the Kullú Valley, where special encouragement is considered necessary, and to Míná boys in the Gurgáon District. That from Municipal Funds was the last relic of awards of this nature irregularly made. It may be expected that scholarships, at this stage, from Public Funds, will soon altogether disappear.

Examination results.

97. The following table gives the results of the Upper and Lower Primary Examinations for both the Primary Schools proper, and the Primary Departments of Secondary Schools:—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools	1891-92 ...	8,499	6,337	74·6	742	630
	1890-91 ...	8,117	5,920	72·9	690	602
	Increase ...	382	417	1·7	52	28
	Decrease ...	...	...	...	...	...
Aided Schools	1891-92 ...	1,005	718	71·4	338	260
	1890-91 ...	917	693	75·6	223	199
	Increase ...	88	25	...	115	61
	Decrease ...	...	...	4·2	...	...
Unaided Schools	1891-92 ...	104	51	49·0	38	24
	1890-91 ...	134	74	55·2	34	26
	Increase ...	...	...	...	4	...
	Decrease ...	30	23	6·2	...	2
Total ...	1891-92 ...	9,608	7,106	74·0	1,118	914
	1890-91 ...	9,168	6,687	72·9	947	827
	Increase ...	440	419	1·1	171	87
	Decrease ...	...	...	...	...	...
Lower Primary Examination.						
Government and Board Schools	1891-92 ...	14,312	10,819	75·6	...	...
	1890-91 ...	13,728	10,572	77·0	...	...
	Increase ...	584	247	...	...	...
	Decrease ...	...	...	1·4	...	...
Aided Schools	1891-92 ...	1,366	994	72·8	...	...
	1890-91 ...	1,243	892	71·8	...	...
	Increase ...	123	102	1·0	...	...
	Decrease ...	...	...	...	...	...
Unaided Schools	1891-92 ...	129	68	52·7		...
	1890-91 ...	136	81	59·6	...	...
	Increase ...	...	...	...	..	...
	Decrease ...	7	13	6·9	...	...
Total ...	1891-92 ...	15,807	11,881	75·2	...	...
	1890-91 ...	15,107	11,545	76·4	...	...
	Increase ...	700	336	..	...	...
	Decrease ..	...	...	1·2	..	...

* Exclusive of those who took up English only.

In the Upper Primary Examination in all the subjects, 7106 out of 9608 passed, or 74 per cent., against 6687 out of 9168, or nearly 73 per cent, in the previous year. There was thus an advance in all respects. In addition to the above, 914 out of 1118 passed the Upper Primary Examination in English only, or 81 per cent., against 86 last year. The results were highest for the Government and Board Schools; very favourable, at 71 per cent., for the Aided Schools, but inferior for the Unaided Schools. In the Lower Primary Examination, the numbers were only slightly higher than last year, the percentage of passes being 75 instead of 76 The relative position of the different classes of schools is the same as for the higher examination. The most favourable results for both examinations were in the Jullundur and Deraját Circles; but, considering the number of examiners, there is a remarkably small difference in the percentages for all the Circles, the range being between the extremes of 68 and 80.

Primary Schools.

Zamíndárí Schools.

98. The statistics for Zamíndárí Schools are included in those of the ordinary Primary Schools already considered; but a special return for these schools is given in the table at the beginning of this section, below the general totals. From this return, it will be seen that the number of Zamíndárí Schools fell during the year from 212 to 202, or by 10 schools—5 in the Lahore Circle, 3 in the Jullundur, and 2 in the Delhi Circle. There is, however, only a small decrease of 18 in the attendance on these schools, and that of non-agriculturist scholars, the number of agriculturists having risen by 192. In all the Circles, except Lahore, there was a slight increase of scholars, especially in the Ráwalpindi Circle, which continues to maintain, by a great way, the lead in this experiment. The examination results for the year, by the various simple standards, with an average of about 78 per cent. of successes, may be deemed to have been satisfactory. The two most distinctive elements in the scheme of instruction for these schools are the half-time, or attendance on only one meeting a day, system, and the teaching of Arithmetic and Accounts by native methods. The latter is being followed as generally as there are teachers with the necessary qualifications; but the former appears, as the Jullundur Inspector says, to be more honoured in the breach than in the observance. The aim of the half-time system was to ensure that the boys, whilst in receipt of a suitable education, would be kept in touch with their hereditary field work. And there is no doubt that the softening of their children's hands was a complaint frequently urged by the zamíndárs against our educational system. But there is not work for all the children in the fields; moreover, the agriculturist is becoming alive to the bread-and-butter advantages of education; and he would sooner, it is said, have his children attend all day than only half-time. The consequence is that what was purposed as one of the chief grounds of suitability in these schools, can with difficulty be carried out, on account of the non-acceptance of the people. It is stated by several Deputy Commissioners that the people force the teachers to keep full-time, as well as to teach more subjects than are allowed by the rules.

Unpopularity of Zamíndárí Schools.

99. It continues, I regret to say, to be the unanimous opinion of Inspecting Officers that the Zamíndárí Schools are becoming more and more unpopular with the people. Mr. Lewis remarks:—"The zamíndárí scheme has so far failed to make any progress in popular estimation; even the classes for whom these schools are chiefly intended, *viz.*, the village *kamíns* (menials) and the poorer agriculturists, have no liking for them. The large attendance at some of these schools is owing more to the absence of ordinary Primary Schools within easy access, than to any love for the Zamíndárí course of instruction. The people ask again and again for their reconversion into ordinary Primary Schools, and in some Districts the change has had to be made in conformity with their wishes." Mr. Thompson says that the dislike for the Zamíndárí Schools would be much greater but for the fact that the rules laid down for them are not strictly carried out; and Lálá Piyáre Lál instances a case in the Hoshiárpur District where the teacher, to meet the wishes of the people, had prepared all the boys in the highest class for the ordinary Upper Primary Examination, instead of for that by the Fifth Standard,—that is, had ignored the Zamíndárí highest standard altogether. And, of course, if the half-time regulation is not followed, there is ample time for more than the Zamíndárí course. Writing from the southern part of the Province, Mr Harvey says:—"These schools are losing their popularity as they get older, for the

Primary Schools.

people have now come to find out that their boys, after passing the Fifth Standard Examination, are neither admitted into Middle Schools, nor are they eligible for scholarships as the boys of other Primary Schools are; and in almost every place where the people take any interest in the education of their children, there is a strong feeling against the Zamíndárí School, and efforts are made to have it changed into an ordinary Primary School. The rule of half-day attendance is much disliked by the people, who either prefer not to send their boys to school at all, or if they can spare them from the fields, devote them, as it were, to other careers, and do not want them back." The question of modifying the Zamíndárí School courses, so as to make them more popular, was considered at the last Educational Conference; but it was the almost unanimous opinion of the members that there was nothing to be done, and that it would best suit the object in view in starting these schools, to continue them on their present lines, giving them a lengthened trial, and affording them as much encouragement as possible. Should the experiment, in the long run, not succeed, we shall yet have learnt a good deal from it.

Gurmukhí Branch Schools.

100. In consequence of a representation from the Ferozepore District in 1889, influentially supported, in favour of the introduction of the Punjábí language in the schools, Local Bodies were empowered to establish Branch Schools or Classes, in connection with the ordinary Board Schools, for instruction in Gurmukhí, in places where the Sikh population was considerable, and where a desire for such schools or classes might be shown. Except in the Hoshiárpur District, where a little has been done, the scheme, it may be said, has met with no success whatever; and, strange to say, it seems not at all appreciated where the Sikh population most abounds, and it has had no response to speak of from the Ferozepore District, whence it originated. But the truth is, Gurmukhí Schools for boys would be no more acceptable to the people, and for about the same reasons, than Zamíndárí Schools are.

SECTION C.—GENERAL QUESTIONS.

Character of the instruction.

101. It was noted last year that, whilst the general character of the instruction imparted in the schools continued to show tangible improvement, there was a growing inclination to scamp the optional subjects. These subjects, such as Geography, Persian, and Common Things, include some which, though optional for the standard examinations, are yet compulsory in the Course of Studies; and it is the neglect of these, supposed to be desirable for a sound education, that is to be regretted. It seemed to me, when commenting on this matter last year, that the remedy lay mostly in the hands of the Inspecting Officers. The teachers, as a rule, suit their instruction to the practice of the Inspectors in examining. If they pass lightly over the optional subjects, so will the teachers; but if these, as parts of the school course, should have due attention in the examining, there would be little chance of their being neglected in the teaching. So I thought. It appears, however, that the fault lies with the scholars, who, as a rule, give attention to those subjects only, which are compulsory in the examinations, the remedy for which would seem to be to have all the necessary subjects of study compulsory for the standards. Geography is a most important part of the Primary course, and requires knowledge and teaching skill; the subject called Common Things, or Object Lessons, has hitherto meant merely the subject matter of the Vernacular Readers, but sets of Objects and Simple Phenomena are about to be prescribed for each Primary Class;

and Persian, as optional in all the examinations, and not a necessary subject of study, is to be made optional also in all the courses of study. Grammar and Mensuration are also said to be imperfectly taught, the former mainly from want of skill, and the latter from want of knowledge. Mr. Lewis also refers to defective and antiquated teaching, and a want of neatness in presenting the work, in Arithmetic and Mathematics. The defects in the teaching of English, and the remedies to be applied, have already been referred to. But with all these defects, as Mr. Thompson observes, "there is no doubt that the character of the instruction given in the schools is year by year improving, and that this improvement is to be attributed to the greater efficiency of the masters now produced by the Training Institutions." "The material we now send to the Training College and Normal Schools," says Mr. Harvey, "is improving all round in enlargement of ideas and general culture; and, if we could but improve the methods of imparting instruction, there would be little occasion to find fault." To improve those methods is the very *raison d'etre* of the Training Institutions; and the efficiency and progressiveness of these constitute the chief hope of the Department, so far as improving the instruction is concerned.

Conduct and discipline.

102. The reports on the discipline of the schools and the conduct of the scholars are, without exception, satisfactory. The appearance of the classes, at the time of the inspection, in order, cleanness, neatness, and smartness, continues to be more and more favourably reported on, which is evidence that right influences are at work. In the schools, the respect due to the masters is cheerfully given; in the play-ground, the voluntary assembling of the boys together and their intimacy and relations with each other are improving; and, out in the world, the behaviour of the boys after leaving school is generally well spoken of. Here and there cases of using unfair means in the Inspectors' examinations continue to occur; but these become fewer every year; and the greater alacrity of the teachers to detect such faults will be likely, in the course of a few years, to entirely eradicate them. It is a matter mostly of discipline. The outward appearance of the higher schools, and the impression of tone left on the Inspecting Officers, are said to be generally very favourable.

Moral instruction.

103. It is now well understood that the characters of the scholars, as well as their intelligences, have to be drawn out and influenced by the teachers. This is now known, in a way, in every Village School; and, although the old masters may not understand how this new object is to be attained, yet the mere knowledge that it has to be looked to is of some avail. The more intelligent masters, however, have grasped the idea; and their interests and instruction are different from what they used to be. Punctuality, diligence, obedience, unselfishness, kindness, friendship, and the like, are now considered as traits of character, not merely belonging to persons read about, but to be exemplified in the daily life of the scholars themselves. Every year the Training Institutions send abroad new teachers with higher ideals in this respect, and new modes of exhibiting and inculcating them; and these act like leaven in a lump, with the result that the influence of moral teaching in the schools is more wide-spread than might, at first sight, appear. The extension and improvement of the Boarding House system have also a salutary effect, especially in awakening a feeling of comradeship and common interest; and the freer association and rubbing and contact of the scholars on the play-ground, in mutual dependence, in fairness to each other, in bearing defeat, and in honourable dealing always, are moral school-

General Questions.

masters of potent influence. We cannot eliminate the agencies to the contrary beyond the school and the play-ground; but there is a spirit at work in the schools which will, within a generation or so, change the whole tone of the class affected. I have said nothing of the importance of theoretical moral teaching by means of reading books; although this matter also, through the instrumentality of the Text-Book Committee, receives every attention in the Province, and cannot fail to act wholesomely on the scholars.

Physical Training.

104. Physical Training, in the shape of gymnastics and drill, and the encouragement of games of all kinds, foreign and indigenous, appears to have received increased attention during the past year. The new courses of training prescribed have not yet had time to be generally introduced; but a good deal was done in that direction. More teachers and monitors were appointed; more play-grounds were provided; and tournaments were organized to a greater extent than in any previous year. In this cause, the District Officers, as a rule, take a warm interest; and Local Bodies are generally liberal in their support. The school-boys themselves have taken heartily to games; and the influence of these on the boys, and on the whole tone of the schools, is very great. The extracts given below from the Inspectors' reports will show what is being done for Physical Training in each Circle:—

In the Delhi Circle.

"Physical Training and games have been receiving increased attention everywhere. Almost every District, with the exception of Simla, is provided with an itinerant gymnastic instructor, as required by the Education Code, and every Secondary School has been provided with appropriate gymnastic apparatus. But suitable play-grounds have not yet been afforded everywhere, and the requirements of the Code as to the course of instruction are not fulfilled, though there is every prospect of their being better observed each year. The organisation of District Tournaments, required under Section F, Chapter XV, which has been set on foot during the year, will greatly enhance the interest already taken by the people in general, and by the masters and pupils in particular, in this branch of education, though I regret to say that no quarterly competitions under Section E have been as yet organised."

In the Jullundur Circle.

"The attention paid to Physical Training in schools in the Circle continues to increase every year. It is satisfactory to observe that not only the teachers and pupils but the outside public also have begun to interest themselves in the subject, and to recognize the truth of the principle, 'a sound mind in a sound body.' This is evident from the fact that prizes have been offered and awarded in many places for proficiency in this branch of instruction. Gymnastic instructors are employed in all the Districts, and almost all the big schools have been supplied with instructors who give their whole time to them. Ludhiána continues to take the lead in the matter. There all the Schools, Secondary and Primary, have been supplied with the necessary apparatus, and paid monitors are employed to give directions in the absence of the District Instructor. Native games and drill are not lost sight of. Hoshiárpur is another District where the apparatus has been supplied to each Village School by the people; but the arrangements for the training of monitors are not efficient, and drill has been more or less neglected in the lower classes. In other Districts in the Circle the apparatus has been given to all the Secondary and to such of the Primary Schools as are considered important; but there also the arrangements for the training of monitors are defective. With the introduction of the courses laid down for each class of institution, and the supply of better instructors for teaching drill, the progress of Physical Training, it is hoped, will be more satisfactory. Athletic Tournaments were held during the year at Ludhiána and Hoshiárpur, to which picked boys from all schools in those Districts were invited and prizes given to successful competitors. A friendly match at cricket was played at Ludhiána in November last between the Ludhiána and Hoshiárpur teams, at which the latter came off victorious."

In the Lahore Circle.

"The courses of Physical Training prescribed in the Code have not yet been generally introduced; but they have everywhere been urged on the authorities concerned. District Instructors of Physical Training

have been appointed in the following Districts:—Lahore, Amritsar, and Gurdáspur, but not in Montgomery, Gujránwála, or Jhang. Article 704 of the Code requires the appointment of a Teacher or Monitor for Physical Training in every Board School. Except in a very few cases this has not been carried out. Article 710 requires that in every Government and Board Secondary School for general education, quarterly competitions in the prescribed courses of Physical Training should be organised. So far as I know, this has not been carried out at all; but steps are being taken to organise such competitions in the Lahore and Amritsar Districts, and in Gujránwála the matter is to be brought before the next meeting of the District Board. The Athletic Tournament, which should be held in each District immediately after the Annual Inspection (Article 715), has been held in Amritsar and Jhang; it is hoped that arrangements will be made for fulfilling the requirements of the Code in other Districts this year. The Annual Cricket Tournament for the Circle was held at Lahore on the grounds of the Aitchison College, kindly lent for the occasion by General Black, in the month of February. Eight teams competed, and the final match was played between the Lahore Central Model School and the Amritsar Municipal Board School, the Lahore team again winning the belt. It remains still to impress upon District authorities the necessity of attending to the rules above referred to, which have recently come into force, and in the carrying out of which it is the first step that is the difficult one."

In the Ráwalpindi Circle.

"Due attention has been paid to Physical Training in all schools. Almost all, if not all, Secondary Schools are provided very fairly with gymnastic appliances. A great many Primary Schools are supplied with parallel and horizontal bars. Many of the Secondary Schools have got either their own Gymnastic Instructors or sometimes two Secondary Schools in the same place arrange for the services of one Instructor. Some Primary Schools also have their own Gymnastic Instructor in their teachers who have gone through a course of training in gymnastics at the Normal School. Besides this, four Districts have District Instructors who go round giving instruction, and two other Districts are on the look out for qualified men to fill these posts in them, so that in a very few days there will be only two Districts in the Circle without Gymnastic Instructors. One of these Districts is Hazára, and the other is Kohát, which must be left for a long time without one. More or less of drill is taught in almost all schools, large or small, and cricket is played in every school, which can get hold of any funds from either a public or private source, for the purchase of bats, balls, &c. The sixth annual 'Circle Sports Tournament,' which was commenced in the Jubilee year of 1887, took place, as usual, in January, and was held this year at Ráwalpindi. Rupees 700 were allotted by the District Board and Municipal Committee on the entertainment, which lasted for a week; Rs. 174-3 were spent on railway fares to cricket teams; and Rs. 256 in cash prizes for cricket and other sports out of the Tournament Fund, and several special prizes were given on the spot by Mr. Ináyat Ullah, Barrister-at-Law, and resident of Ráwalpindi.' The prizes were distributed by the Commissioner and Superintendent of the Ráwalpindi Division in the presence of the Deputy Commissioner and other gentlemen. A shield and a cricket belt were purchased during the year to be given annually to the champion cricket team to be kept for one year and competed for over again at the following tournament. The shield and belt were both manufactured by Messrs. Hamilton & Co., of Calcutta, and the former cost Rs. 200, and the latter Rs. 50, defrayed from the Tournament Fund. The champion cricket team which carried off these prizes this year was from the Ráwalpindi Mission School. There was an important revision made during the year in regard to the formation of the Cricket Tournament after consultation with Deputy Commissioners, District Inspectors, and Head Masters of the large Schools. Formerly, all school teams used to compete, and this resulted in a short time in the assembly of 24 and 25 teams at a tournament, with a vivid prospect of this number increasing before long to an extent that would make the tournament almost an impossibility on account of its unwieldy size. It was accordingly decided that only District teams and Mission teams should compete, the former being composed of the best cricketers selected from all the Board Schools of a District, and the latter from either single Mission Schools, or from two Mission Schools in one District if they wished to combine. This new plan reduces the highest possible number of teams competing at the tournament to fourteen, under the present condition of the Circle as regards District and Mission Schools, and at the tournament of this year ten teams competed."

General Questions.

In the Deraját Circle.

"Physical education has advanced during the year. All the Secondary Schools and a large number of the Primary Schools in the Circle are provided with gymnastic appliances; and play-grounds are largely supplied. Drill has been introduced with a fair degree of success into the Secondary Schools. Cricket continues to flourish in Anglo-Vernacular Schools, and is played with great zeal by the boys of the Municipal Board Schools at Mooltan, Dera Ghází Khán, and Muzaffargarh. Popular native games, such as Kabaddí, Doda, &c., &c, are very eagerly pursued in Primary Schools. Foot-ball is played with great enthusiasm in the Aided Schools at Dera Isma'íl Khán and Bannú. Considerable improvement has been effected in gymnastics by the appointment of District Instructors of Physical Training in Mooltan and Muzaffargarh. Provision has been made for the appointment of Gymnastic Teachers in the other Districts of this Circle, except Bannú. The Municipal Board Schools at Mooltan, Dera Isma'íl Khán, and Dera Gházi Khán have Gymnastic Instructors of their own. It may be mentioned here that, under the auspices of Mr. J. R. Maconachie, the Deputy Commissioner, who takes a warm interest in the physical advancement of the students, an Athletic Tournament was held at Mooltan in the beginning of March last. It was a decided success, and gave great impetus to the cause of physical education. The Deputy Commissioner writes on the subject as follows:—

"In March last I arranged for an Athletic Tournament by inviting selected teams from the schools of Muzaffargarh, Dera Ghází Khán, Jhang, and Montgomery Districts, and the Baháwalpur State. The Mooltan team was selected from among the boys of the Local Mission and Board Schools. The Mooltan boys won several first prizes. Jhang won first prizes in long jump and gymnastics. The Baháwalpur team was very athletic, and it won the first prize in tug-of-war. I hope we may ere long get a Mooltan trophy to fight for, something like that of the south Punjab Schools at Delhi."

Buildings and accommodation.

105. A number of school buildings were provided during the year, especially in the Lahore, Ráwalpindi, and Deraját Circles. Several of the larger schools were also supplied with increased accommodation; but neither in respect of new buildings, nor of enlargements, has the supply been anything like equal to the demand. The fact is, the matter of the provision of school accommodation has become formidable as well as difficult, by not having been dealt with gradually. The schools have gone on increasing in number, and growing in size, every year; whereas the supply and enlargement of buildings has been deferred, until they are wanted in large numbers, and the means can only be provided yearly for a few. In almost every District in the Province there are schools of long standing, and securely established, which have either no buildings at all, or are housed in ill-suited sheds, or rooms or verandahs lent, or hired, for the purpose. In the Hoshiárpur and Gurdáspur Districts, the number of schools in such circumstances is about a score in each; the Delhi and Karnál Districts are also badly off in this respect; and, as I have said, there is not a District in the Province in which more school buildings and more accommodation are not urgently wanted. It may be assumed, in this connection, that so long as a school has to meet out in the open, or to occupy on sufferance an ill-suited building, it cannot be said either that it has been adequately dealt with, or that its permanence is secured. Hence the need for more buildings and accommodation. But, although the demand is greater than the supply, a good deal is being done. The Gurdáspur, Jhelum, and Hazára Districts were especially active during the past year; and the proposals for the present year are favourable. Of the Anglo-Vernacular Board Schools, perhaps the least satisfactorily housed are those at Sonepat, Jullundur, Siálkot, Pesháwar, and Bannú; but, in each case, arrangements for new buildings are in contemplation. The Simla Municipal Committee are also moving to have a new school-house; and the Municipality at Delhi to have suitable accommodation for their

Primary Department. It may be worthy of note in this connection that during the past year the Government made over, in trust, for the use of the Anglo-Arabic School, at Delhi, the Ghází-ud-dín Madrassa building, after it had been adapted to the purpose, at a cost of about Rs. 14,000, which was met from the accumulated savings of the Nawáb Itmád-ud-Daula Fund.

Furniture and appliances.

106. With the exception of a few Districts, including, particularly, Delhi, Karnál, Jhang, and Montgomery, the schools are fairly well supplied with the essentials of furniture and appliances. Physical Science apparatus, however, is still generally deficient in the Vernacular Middle Schools. At the end of the annual inspection of a District, the requirements in the way of furniture, &c., are brought to the notice of the Local Bodies, through the Deputy Commissioner; and the Inspectors, I am pleased to say, report that, as a rule, their suggestions are carried out with promptitude and liberality.

Libraries.

107. The Education Code requires that Municipal Committees should keep up the School Libraries made over to them at the time of localisation, and that all Anglo-Vernacular Board Schools should be supplied with necessary Books of Reference, and with the books recommended by the Text-Book Committee for the use of such schools. It appears that, whilst some Boards do well by their School Libraries, and are ready to meet reasonable requisitions for new books, in not a few instances the up-keep and replenishing of the Libraries is, to a degree, neglected. In one case, I found the Library removed from the School altogether, and only a Dictionary, and one or two other books, left. This is a matter of much importance, in its bearing on the more real education and culture of the scholars; and I shall desire Inspecting Officers to give it especial attention. In one aspect, as bearing on the more successful study of English in the schools, it was considered by the last Educational Conference; and a recommendation has been accepted by Government, to require Head Masters to use all means for encouraging the use of School Libraries by the boys, to invite Municipal Committees to provide yearly to their Libraries an addition of healthy school-boy literature, and to arrange that a Reading Room should be set apart for the boys, to encourage them in private study and in a liking for books. It would also be healthful, if the teachers too were to become fonder of the companionship of books than is said to be the case at present; for, without this, it is difficult to see how they can avoid becoming, very soon, out of date, and ultimately rusting, and deteriorating.

General progress.

108. Taking into account what has been said above, and in the two previous sections of this Chapter, to the effect that there has been a considerable rise in the number of boys under instruction, especially in the higher stages; that the character of that instruction, as tested by the results of the public examinations, has improved; that discipline and moral and physical training receive increasing attention; and that the outward wants of the schools are being gradually, if slowly, supplied; it may fairly be said that the year under report has been one of substantial progress in schools for native boys. There is probably, as stated by one Inspector, a want of enthusiasm on the part of the teachers; and much requires to be done to raise the level of the instruction, and the tone of the schools, to what they might be; but the success achieved up to date is not disappointing, and may be regarded as hopeful for the future.

The maintenance of efficiency.

109. In England, there are two main influences which contribute to the maintenance of efficiency in the Common Schools,

General Questions.

besides the visits of the Government Inspector, namely, competition between rival schools, and association and *esprit de corps* among the teachers. In the Punjab, there is very little of the former; although it may now be said that in such centres as Delhi, Umballa, Ludhiána, Amritsar, Lahore, Gujránwála, Siálkot, Ráwalpindi, and Dera Isma'íl Khán, the Board Schools, by no means, have it all their own way; and in proportion as this element increases, in like proportion will the teaching of the rival schools tend to be vigorous and thorough. Of the element of association among the teachers, there is absolutely nothing as yet in the Province,—workers in the same school keeping aloof from each other, excepting so far as their duties bring them together; and, on this account, there is a drowsiness and tendency to deteriorate, more than there should be. To check this, and so act on the maintenance of efficiency, Mr. Lewis has the following remarks:—

"Something needs to be done to keep alive the interest of teachers in their work. Possibly District Associations of Teachers, meeting from time to time to discuss topics connected with their work, and to compare their school experiences, might have the desired effect; at any rate, the experiment might be tried in one or two Districts. A cheap Educational Journal in Urdú, to which teachers would be invited to contribute, and which should be circulated among all teachers, has also been suggested as a possible way of keeping them from falling off in efficiency, and losing interest in their work."

Emulation in the scholars.

110. The hope of passing the Middle School and Entrance Examinations forms a stimulus to diligence in study for which the Indian school-boy is famous. Complaints there are sometimes, regarding the children of well-to-do townsmen, that they are lazy and neglect their books; but, as a rule, the Punjábí scholar is a good worker. The provision of scholarships acts as an additional incentive in special classes; and prizes do the same throughout the schools. During the past year, the prizes offered by private liberality slightly increased; and, as will be seen from the statement given in Appendix H, those offered for next year, especially in the Ludhiána and Siálkot Districts, are of some value. This is satisfactory, and calculated in a way to encourage the schools. Hitherto the prizes have been announced at the end of the year to the winners; but I have arranged that intimation should be given of them at the beginning of the year to the schools, so that they may answer more their chief aim—the evoking of general effort and perseverance.

Educational institutions in Native States.

111. The following table gives a summary of the educational statistics of Native States, as far as these have been supplied, for the past year:—

		Patiála.	Bahawalpur.	Jínd.	Kapúrthala.	Nábha.	Faridkot.	Total.
Arts Colleges		1	1	...	...	...	...	2
Secondary Public Schools.	Anglo-Vernacular.	9	6	3	3	3	...	24
	Vernacular	4	1	1	2	...	1	9
Primary Public Schools ...		94	34	10	30	3	1	172
Special Schools		...	10	1	...	...	...	11
Scholars in Arts College ...		76	103	...	...	...	...	179
Scholars in Secondary Public Schools.	Anglo-Vernacular.	1,521	573	279	742	57	...	3,172
	Vernacular	509	42	80	139	...	4	774
Scholars in Primary Public Schools.		3,661	935	421	1,070	433	99	6,619
Scholars in Special Schools ...		...	175	12	...	...	...	187
Indigenous Schools.	Advanced	40	37	3	...	2	2	84
	Elementary.	77	413	7	81	4	...	582
Indigenous Scholars.	Advanced	524	378	47	...	20	103	1,072
	Elementary.	1,439	3,122	101	1,973	188	...	6,823
Scholars in all Colleges and Schools.		7,730	5,328	940	3,924	698	206	18,826
Scholars learning English ...		580	354	109	260	199	...	1,502
Number of boys on the rolls ...		7,306	4,395	940	3,865	698	206	17,410
Number of girls on the rolls ...		424	933	...	59	...	...	1,416
Total male population ..		871,467	3,55,153	155,948	163,373	155,825	63,909	1,765,675
Males per scholar in Public Colleges and Schools.		151	194	196	83	318	620	161
Males per scholar in all Schools		112	66	165	41	223	310	94

Two Arts Colleges are returned, as previously, with 179 students, including, apparently, the Oriental Departments; 33 Secondary Schools, with 3946 scholars; and 183 Primary and Special Schools, with 6806; or, altogether, 10,931 in attendance on Public Institutions. The Private Schools are returned as 666 in all, with 7895 scholars, giving for both Public and Private Institutions a total of 18,826 students, being somewhat more than the corresponding returns for last year. Of the total, 1416 are girls, or less than one for every twelve boys.

Examination results for Native States.

112. The following statement gives the results of the University Examinations for all the Native States which contributed candidates:—

		Patiála.	Bahawalpur.	Jínd.	Kapúrthala.	Nábha.	Jammú.	Chamba.	Maler Kotla.	Náhan.	Total.
Bachelor of Arts	Candidates ...	3	...	...	...	1	..	...	...	...	4
	Passes ...	1	...	...	...	...	...	...	...	...	1
Intermediate Arts Faculty	Candidates ...	5	11	...	...	...	...	...	...	...	16
	Passes ...	5	10	...	...	...	...	...	...	...	15
Entrance, Calcutta ...	Candidates ...	2	...	...	...	1	1	...	...	...	4
	Passes ...	1	...	...	...	1	1	...	...	...	3
Entrance, Punjab Arts Faculty.	Candidates ...	18	14	...	17	9	9	...	2	2	71
	Passes ...	9	7	...	8	4	7	...	1	...	36
Entrance, Punjab Oriental Faculty.	Candidates ...	2	6	...	1	1	...	...	...	...	10
	Passes ...	2	5	...	...	...	...	...	...	...	7
Anglo-Vernacular Middle School Examination.	Candidates ...	42	37	3	46	12	34	1	4	12	191
	Passes ...	28	16	2	31	7	15	1	3	8	111
Vernacular Middle School Examination.	Candidates ...	15	6	...	47	1	8	...	...	...	77
	Passes ...	9	6	...	38	1	5	...	...	...	59

One out of 4 candidates passed the B. A. Examination of the Punjab University; 15 out of 16, the Intermediate; 43 out of 81, the Entrance; and 170 out of 268, the Middle School Examination. Three out of 4 also passed the Calcutta Entrance Examination. These results, with a general average of 62 per cent. of successes, are considerably higher than last year.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Paras.
SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.	
I.—The Central Training College.	
Composition of the classes	114
Expenditure	115
Certificate Examinations	116
Conduct of the students	117
Physical Training	118
Boarding House	119
Practising School	120
II.—Normal Schools.	
General statistics	121-122
Stipends	123
Expenditure	124
Certificate Examinations	125-126
Employment of the students ...	127
General remarks	128
Practising Schools	129
III.—Training of Female Teachers.	
Normal Classes and Certificate Examinations	130
Difficulties in the way of providing Female Teachers	131
SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.	
The Medical School	132
The Veterinary School	133
Principal's suggestions...	134
The Law School...	135-136
The Mayo School of Art	137-142
Industrial Schools	143
The Railway Technical School ...	144-146
Municipal Board Industrial School, Amritsar	147
Municipal Board Industrial School, Delhi	148
Prospects of Industrial Schools ...	149

Under the head of Schools for Special Education are included—(1), Training Institutions for Teachers; and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Central Training College.

113. The report of the Principal on the Central Training College is given as Appendix I. This institution is for the training of English Teachers and of Vernacular Teachers for Secondary Schools. It has three classes: a *Senior English Class*, training for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Anglo-Vernacular Primary Schools; and a *Vernacular Class*, training for Vernacular work in Secondary Schools. The Normal Schools, to be considered hereafter, prepare Vernacular Teachers for Primary Schools. Mr. Cope remained in charge of the College throughout the year. In December, Lálá Umráo Singh, M.A., the Assistant Superintendent, of whose work the Principal speaks in terms of praise, was transferred, on promotion, to the Government College, and was succeeded by Lálá Munshí Lál, M.A.

Composition of the classes.

114. The College contained at the close of the year 79 students, against 75 in the previous year. The Senior English Class had 16 students, one teacher and 15 stipendiaries, of whom 3 were B. As., 3 who had failed in the B. A. Examination, 8 Intermediate passed men, and 2 who had failed in that examination. There was besides one non-stipendiary, who had passed the Intermediate Examination. It may be mentioned here, that a revised classification of stipends for this class, which, on the recommendation of the Education Conference, has just received the sanction of Government, does not differentiate between a passed Intermediate man and a failed B.A. The Junior English Class contained 27 students—7 teachers and 20 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had 36 students—8 teachers and 28 stipendiaries, all but one of whom had previously passed through the Normal School, or Junior Vernacular, course. The Principal used the same means of careful selection as previously, and makes no complaint this year of late joining.

Training Institutions for Teachers.
Expenditure.

115. The total expenditure for the year was Rs. 23,994, of which Rs. 15,742 was spent on Establishment and Contingencies, and Rs. 8,252, or a little over one-third of the whole, on Stipends.

Certificate Examinations.

116. From the Senior English Class, 17 appeared in the Senior Anglo-Vernacular Certificate Examination, and 15 passed—6 in the First Division, against 15 out of 20 in the previous year. The two failures were in School Management, by only one mark each. Seven Private Candidates—all Teachers, also went up for this examination, of whom 5 passed.

For the Junior Anglo-Vernacular Certificate, 25 candidates appeared from the Junior English Class, and 18 passed—10 in the First Division, against 19 out of 21 last year. In this examination 4 Private Candidates also appeared, and 2 passed. The failures by this test were all in School Management, which, the Principal considers, might be due to the Senior and Junior Classes having been taught in this subject together.

From the Vernacular Class, 30 went up for the Senior Vernacular Certificate, and 22 passed—8 in the First Division, against only 15 out of 32 in the previous year. Seventeen Private Candidates also appeared in this examination, of whom 7 passed.

The above results are throughout an improvement on those of the previous year, and are creditable to the Principal and his Staff. In the Anglo-Vernacular Examinations, the marks gained in English were particularly satisfactory; and in none of the examinations was there a single failure in the Practice of Teaching, which speaks well for the practical work of the Institution.

Conduct of the students.

117. The behaviour of the students is said to have been generally very good. The discipline maintained is strict. The practice of asking for leave on what appear to be doubtful grounds is rigidly put down. The moral training and supervision are carefully attended to; and it is believed that the students go forth not only to be better teachers, but to be a higher influence in the schools.

Physical Training.

118. Physical training receives attention in the shape of drill, gymnastics, and games; but the want of a teacher had for a short time interfered with this. It is hoped that the want of apparatus mentioned by the Principal will soon be supplied in connection with the Government College Gymnasium, which is to be used also by the students of this institution.

Boarding-House.

119. The Boarding House continues to be well managed, the Reading Room and Debating Club forming useful adjuncts. It is, of course, of supreme importance that this part of the Training College should be used to the best advantage. The provision of a special and more suitable building than the present one is under contemplation. The health of the students is reported to have been, on the whole, good, and an arrangement has recently been sanctioned for medical supervision.

Practising School.

120. In October last, the amalgamation of the Lahore Municipal Board School with the Central Model School was carried out; and the Training College has now a Practising School worthy of the object in view. By the acquisition of the Municipal Board School building, accommodation was set free in the Training College for the classes of the Lahore Normal School; and the same Practising School now answers for both institutions, which is both convenient and economical. A trained Master from England, to take charge of this enlarged Model School, is expected to reach Lahore early in the cold weather.

Training Institutions for Teachers.

II.—NORMAL SCHOOLS.

General statistics.

121. The following statement compares the statistics of the Normal Schools for Masters in the Province for the last two years :—

			Government.			
			1891-92.	1890-91.	Increase.	Decrease.
Number of Schools			5	4	1	...
Number and Distribution of Scholars at the close of the year.	Government Stipendiaries ...		278	267	11	...
	Total		278	267	11	...
	In Ordinary Class	Teachers	116	119	...	3
		Others...	96	87	9	...
	In Zamíndárí Class reading	Urdú	33	8	25	...
		Hindí ...	14	17	...	3
		Punjábí	17	28	...	11
		Pashtú ..	2	8	...	6
Expenditure.			Rs.	Rs.	Rs.	Rs.
On Establishments and Contingencies.	From Provincial Revenues		16,597	15,851	746	...
	Total		16,597	15,851	746	...
On Stipends	From Provincial Revenues		16,989	16,101	888	...
	From District Funds ...		...	36	...	36
	Total		16,989	16,137	852	...
	Grand Total		33,586	31,988	1,598	...
Results of Examinations—						
Junior Vernacular Certificate			85	112	...	27
Zamíndári Certificate			46	46	...	...

Number of Normal Schools and students.

122. During the year a new Normal School was opened at Mooltan, to meet the growing requirements of the Deraját Circle; and there are now five such institutions in the Province,—one for each Circle, at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. These institutions are under the supervision and management of the Inspectors of Schools, except that at Lahore, which is appropriately under the Principal of the Central Training College. The number of students is now 278, or 11 more than last year, the rise being due to an increase in the number of stipends on the opening of the new school. The ordinary class, which trains teachers for the ordinary Vernacular Primary Schools, has 212 students; and the Zamíndárí Class, which trains for the Zamíndárí Schools, 66 students, the numbers taking Punjábí and Pashtú having much declined. The following is the distribution of the students over the different Schools :—

Delhi Normal School	Ordinary ..	41	
	Zamíndárí ...	14	55
Jullundur	Ordinary ...	42	
	Zamíndárí ...	13	55
Lahore	Ordinary ...	66	
	Zamíndárí ...	16	82
Ráwalpindi	Ordinary ...	37	
	Zamíndárí ...	12	49
Mooltan	Ordinary ...	26	
	Zamíndárí ...	11	37
	Total ...		278

Stipends.

123. The number of stipends was increased during the year to 316, of which as many as 38 were vacant at the end of the year. At the beginning of the session, all but 3 of the stipends were taken up; and the falling off was chiefly owing to absence without leave. As there can be no recruitment to these institutions after the session has well begun,

Training Institutions for Teachers.

there will always be a deficiency of this kind as the term advances; but, in the great need everywhere for more qualified teachers, it is to be regretted that this deficiency should have risen to 12 per cent. of the stipends. It is, however, proposed to change the beginning of the session from October to May, which, it is believed, will make it much less difficult to find willing, and therefore likely to remain, recruits.

Expenditure.

124. The expenditure on Establishments and Stipends rose during the year from Rs. 31,988 to Rs. 33,586, the increase being due to the new school and the extra number of stipends. It will be observed that the expenditure on Stipends is slightly in excess of that on Establishments.

Certificate Examinations.

125. In the Junior Vernacular Certificate Examination 209 candidates appeared from the Normal Schools, of whom only 85, or about 40 per cent., passed, against 112 out of 186 in the previous year. The result is not satisfactory, and is attributed to unusual severity in the Euclid paper. Of the passes, the Delhi School contributed 20 out of 53, with 4 in the First Division; the Jullundur School, 20 out of 49, with 6 in the First Division; the Lahore School, 23 out of 50, with also 6 in the First Division; and the Ráwalpindi School, 22 out of 57, with 2 in the First Division. The order of merit according to the percentage of passes is Lahore, first; Jullundur, second; Ráwalpindi, third; and Delhi, fourth. Besides those from the Normal Schools, 49 Private Candidates went up for this examination, of whom 21 passed. The Private Candidates are usually teachers who had been through the Normal School course, but had not succeeded in gaining certificates.

126. In the Zamíndárí Certificate Examination, out of 69 candidates from the Normal Schools, 46, or 66 per cent., passed, which may be considered a fairly satisfactory result. The Delhi School, which was lowest in the Junior Vernacular Examination, is highest in this one, with 15 passes out of 17, or 88 per cent. Then follows the Jullundur School, with 13 out of 16, or 81 per cent. The Ráwalpindi and Lahore Schools did not do nearly so well in this examination, with 52 and 47 per cent. of passes, respectively.

Employment of the students.

127. The scarcity of trained teachers throughout the Province opens a ready market to all who have succeeded in gaining certificates. Some, however, choose to join the Training College after passing from the Normal Schools, and constitute, every year, a substantial amount of labour lost in the cause of Primary Education. But this seems inevitable, as the Vernacular Entrance Examination has ceased to be a source from which to recruit the Senior Vernacular Class. Many who fail in one subject only, other than School Management and the Practice of Teaching, also take up appointments, and appear, under the rules, in the next examination, in the failed subject only.

General remarks.

128. The reports of the Managers on these Schools, in matters of detail, are, as a rule, very satisfactory. The discipline is good throughout; much attention is paid to tone and good influence; the Boarding Houses are carefully managed and supervised; and Physical Training has everywhere due attention. The temporary accommodation provided for the Mooltan Normal School is not all that could be desired; and the Boarding Houses in connection with the Lahore School, which are in two different parts of the city, are neither suitable nor convenient; but both these matters are now under consideration.

Practising Schools.

129. The fact that in three of the Normal Schools there was not a single failure in the Practice of Teaching, is good evidence of the success with which the Model, or Practising, Schools were made use of during the year. Criticism Lessons were also given regu-

Training Institutions for Teachers.

larly and systematically in all the schools, as required by the Code; but I learn from the Principal of the Central Training College, in his capacity of Inspector of all the Normal Schools on their instructional sides, that Model Lessons by the Head Masters, as examples of how lessons should be taught, were not, in every case, given as frequently as is desirable.

III.—TRAINING OF FEMALE TEACHERS.

Normal Classes and Certificate Examinations.

130. During the past year Normal Classes for the training of Female Teachers were maintained in the Alexandra School, the Christian Boarding School, the Municipal Board Central School, and the Church of England Zanána Mission Schools, at Amritsar; and from these institutions, candidates appeared in the recent Examinations for Certificates. In the Senior Vernacular Certificate Examination, two candidates appeared, who had previously passed the Middle Standard Examination, but both failed—one in Urdú only, and the other in Urdú and Mathematics. They both passed in School Management and the Practice of Teaching, and have been awarded, according to the Code, *Second Grade* Certificates. In the Junior Vernacular Certificate Examination, 7 candidates appeared, and 2 passed, earning *First Grade* Certificates. A *Second Grade* Certificate was awarded to one of the failed candidates, according to the regulations; but this concession was not extended to the rest, as they had done badly in most of the subjects. These results are not much; but they are an advance on last year; and the remark of the Inspectress that the candidates from the Alexandra and Christian Boarding Schools had been well trained in teaching is hopeful.

Difficulties in the way of providing Female Teachers.

131. But from a statement of how those who pass the Certificate and Middle Standard Examinations are employed, it is plain that we have advanced but a small way yet. During the last three years, only *one* has accepted employment out of her native city, and only *two* have gone beyond the schools in which they were educated, or their branches. On this matter, Miss Francis remarks:—"Even in the case of Branches of a Central School, there is difficulty. The school must be in the teacher's own house, which is usually the residence of numerous other members of the family. If a teacher dies, or is dismissed, it is not possible simply to instal a better qualified person in her place. It is found necessary to close the school, and open another. The new teacher must have a house, with suitable rooms, in a *muhalla* in which she is sufficiently known and respected to collect pupils; for girls will not go far from their homes. And these difficulties are much greater in the case of teachers sent to a distance. First, they have to be induced to go, and even if the husband can be found employment, there is often an aged mother, or mother-in-law, who cannot be left behind, and who will not leave the place where she has spent her life. The teacher, in her new place, finds herself friendless and unable to collect pupils. Without outside support her school will generally be a failure. This support might be given by members of the Municipal Committee, but is generally given by some Pandit, Maulavì, or Bhái, who is trusted by the people, and who has some interest in the prosperity of the school." And further on, she concludes:—"I see no better plan than to place the school at first under some Pandit or Maulaví, who has the respect of the people. Then as the school progresses, some girl will be found, probably the master's daughter, who is cleverer than the others, and will read on till she is fairly well qualified to become Mistress of the School." Just so; the old method of employing respected Maulavís and Pandits, provided they are efficient, must be continued; but the Normal Class system, until we can have Female Normal Schools, should also have every encouragement.

Institutions for Technical Instruction.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

Lahore Medical School.

132. The Lahore Medical School forms a department of the Medical College; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals given in Chapter III, under the head of the Medical College, apply also to the Medical School.

II.—THE VETERINARY SCHOOL.

Veterinary School, Lahore.

133. The report of the Principal of the Veterinary School, Lahore, is printed as Appendix J. It appears that, although the number of new admittances was less than last year, the number on the rolls has increased from 83 to 97, of whom 54 belong to the First Class, and 43 to the Second. As many as 59 of the students are non-stipendiaries, which says much for the popularity and usefulness of the Institution. For the Final Examination 43 candidates went up, and 31, or 72 per cent., passed, which, though not so good as in the previous year, is satisfactory. The expenditure on Establishment and Contingencies for the year was Rs. 28,278; on Scholarships and Stipends, it was Rs. 3,635.

Principal's suggestions.

134. The Principal makes three suggestions: first, that the standard of attainments for admission to the School should be raised to that of the Anglo-Vernacular Middle School Examination; second, that the course of study should be extended to three years, a proposition, he says, which has been recommended every year since the foundation of the School; and, third, the raising of the pass standard in the Final Examination from 40 to 50 per cent. of the marks, and the abolition of Second Class Certificates. The Principal also refers to the insufficiency of the staff for both the teaching and practice of the Institution, and to the consequent strain and overwork entailed.

III.—THE LAW SCHOOL.

The Law School, Lahore.

135. The following statement compares the statistics of the Law School, maintained by the Punjab University, for the last two years:—

	1891-92.	1890-91.
Number of students	85	65
Expenditure.	Rs.	Rs.
Provincial Revenues	2,829	...
Fees	3,116	...
Other Sources	564	...
Total	6,509	...
RESULTS OF EXAMINATIONS.		
Preliminary Examination ... ... { Candidates ...	25	13
{ Passes ...	19	9
First Certificate „ ... ... { Candidates ...	12	13
{ Passes ...	4	6
Licentiate-in-Law „ ... ... { Candidates ...	7	13
{ Passes ...	3	7

136. There was a rise in the number of students from 65 to 85, which is probably owing to the new regulations leading up to Degrees in Law. The expenditure for the year was Rs. 6,509, or Rs. 672 less than in the previous year, which was scarcely to be expected immediately after the sanction of a Government grant to ensure efficient instruction. The results in the Preliminary Examination, with 19 passes out of 25 candidates, or 76 per cent., were good; but, in the higher examinations, with an average of a little under 37 per cent., they were not so satisfactory. It has, however, to be borne in mind that the standards of these examinations, requiring 50 per cent. in each paper to pass, are more than ordinarily high.

Institutions for Technical Instruction.

IV.—THE MAYO SCHOOL OF ART.

Principal's report.

137. The report of the Principal on the Mayo School of Art, Lahore, will be found in Appendix K. Mr. Kipling resumed charge of the College, on return from furlough, on the 20th October, relieving Mr. Andrews, the Vice-Principal.

Number of students and subjects of instruction.

138. At the close of the year, the number of students on the roll was 134, against 117 in the previous year. The increase was mostly of stipendiaries from the Gwálior State, and a few of the Provincial Local Boards. The following is the present classification with regard to subjects of instruction:—

I	Division	48
II	„	35
III	„	30
IV	„	8
V	„	13
		134

The I Division students all learn Elementary Drawing, 20 of these also doing Wood-working; the II Division students learn Geometrical, Perspective, Architectural, and Model Drawing, Drawing from Nature, Light and Shade, and Elements of Colour, 25 doing also Wood-working; the III Division students continue the Drawing of the lower Division to more advanced stages, and learn besides Constructive and Decorative Design and Lithography, 12 doing also Wood-working, and 13 others Surveying; the IV Division students learn Applied Design and Modelling in Clay and Plaster; the V Division is the Engineering Class, maintained by the Punjab University, which prepares, at present, for the First Examination in Engineering. The Principal explains that Surveying was introduced into the School proper in January last, and that it is very useful and popular.

Expenditure and Stipends.

139. The total expenditure for the year was Rs. 19,159, made up of Rs. 15,260* on Establishment and Contingencies, and Rs. 3,899 on Stipends. The total is Rs. 4,055 in excess of last year, owing partly to the staff having been complete after the Principal's return, and partly to an increase in the number of stipends. There were 67 stipends current at the end of the year, against 51 in the previous return. But 67 of the students were non-stipendiaries, which is a proof of the public usefulness of the institution. An item of Rs. 42 is returned as Fees; but, practically, the instruction is yet free.

Work of the year.

140. The work of the year was, as usual, very satisfactory. In addition to the ordinary class work, Sheets of Freehand Drawing, and Drawing to Scale, for use in Industrial Schools, were prepared; decorative friezes and mantelpieces, in modelling and plaster work, were made for the new Class Rooms of the School, and details prepared for the new Museum; designs for carpets, and suggestions for wood-work, were supplied to manufacturers and artisans; and designs for the decoration in colour of the Darbár Hall at Farídkot were furnished to His Highness the Rája. The Railway Technical School, at Lahore, and the Industrial Schools at Delhi and Amritsar, were also inspected by the Principal or Vice-Principal during the year, and were much benefited by their suggestions. From the Engineering Class, three candidates went up to the First Examination in Engineering of the Punjab University, and two passed, notwithstanding the admission that the teaching power is deficient. In a competition for scholarships held during the year, the work produced in the Class of Original Design is said to have been of remarkable promise.

* Includes Rs. 79 on account of special expenditure on furniture and apparatus for the Engineering Class.

Institutions for Technical Instruction.

Employment of the students.

141. The success of an institution like this has to be measured, not merely by the work in the class rooms, but by the degree to which the students are able to make use of their training after leaving School; and on this subject the Principal has kindly favoured me with some interesting statistics. The most of those who leave the School leave it from the junior classes, chiefly to follow their fathers' crafts; and it is scarcely to be doubted that the training they have received—of the hand, the eye, and the taste, however unfinished, must go to make them, in varying degrees, more skilled than their fathers; and the indigenous handicrafts and art-work of the country must be improved. Of those who leave from the higher classes, that is, after their artistic training has been substantial, some diverge from the lines in which that training would be of use; but most of them find ready employment as Draftsmen or Designers in the Public Works, Archæological, Railways, and Local Boards' Offices; as Masters in Industrial Schools; as Surveyors; and as Overseers. During the past year, one man was appointed as a Designer and Draftsman in an Executive Engineer's Office; one as a Surveyor in the Frontier Railway Division; one as a Drawing Master in an Industrial School; and, since the close of the official year, one has been sent to conduct an Elementary Art School in Sindh, another to mould and cast for the Archæological Survey at Lucknow; and five others as Teachers of Drawing in different High Schools of the North-West Provinces. Not always directly, but nevertheless very certainly, these men cannot fail to exercise a wholesome influence on the indigenous art-work and art-notions of the country.

New Class Rooms.

142. The new Class Rooms were occupied in October last; and the School is now suitably and handsomely accommodated. Mr. Kipling refers, with satisfaction, to the excellent work done by Bhái Rám Singh, one of the Assistant Masters, at Osborne, and to the expression of high approval of Her Majesty, the Queen Empress. The staff had given the Principal very cordial support; and it may be said that the year's record is highly creditable to all concerned.

V.—INDUSTRIAL SCHOOLS.

Industrial Schools and scholars.

143. There were three Industrial Schools in the Province at the close of the year, with an attendance of 443, against 344 in the previous year, as follows:—

The Railway Technical School, Lahore	...	...	270
The Municipal Board School, Amritsar	...	...	109
The Municipal Board School, Delhi	...	...	64
Total	...	...	443

There are also a few other instances of enterprise in the same direction, notably in connection with the Christian Boarding School in Ludhiána; but these are not yet sufficiently organized on their technical sides, to admit of their being returned as Industrial Schools.

Railway Technical School, Lahore.

144. The Railway Technical School at Lahore continued to prosper throughout the year, the numbers having risen from 193 to 270, all but 6 being the sons of artisans. The expenditure also rose for the year, owing to an increase both in the staff and contingencies, including tools, wood for working, &c., and is now given at Rs. 6,309. Eighteen John Lawrence Scholarships are competed for yearly by the School, and 34 of these were current at the end of the year, or a little over an average of one in every three of the scholars in the departments in which the scholarships are tenable.

Examination results.

145. On the General Knowledge side, the results in the Inspector of Schools' Examination were as follows:—Infant

Institutions for Technical Instruction.

Standard, 66 out of 69 passed; Lower Primary Standard, of 20, all passed; Upper Primary Standard, 8 out of 9 passed, which results are satisfactory, and an advance on those of the previous year. On the Special or Technical Knowledge side, as tested by the Principal and Vice-Principal of the Mayo School of Art, 33 out of 75 Infants passed in Wood-working; 39 out of 40 passed by the Lower Primary Standard in both Drawing and Wood-working; and 6 out of 10 by the Upper Primary Standard. Mr. Kipling expressed himself well satisfied, on the whole, with the progress made; although he considered that the advanced classes might have done better in the jointing test given them. It has, however, to be borne in mind that the most senior scholar in the school has yet had only three years' training, instead of six or more as his class standing would imply; and it may be hoped that, when those in each class shall have had the full training, defects of the kind pointed out will disappear.

New building.

146. The new building, which is commodious and suitable, as well as conveniently situated, was occupied in January last. This has given increased facilities for carrying forward the work so successfully begun under less favourable circumstances.

Municipal Board Industrial School, Amritsar.

147. The numbers in the Municipal Board Industrial School, at Amritsar, have risen from 94 to 109, besides 27 more who attend for special subjects only. During the year the staff was improved, and the time for general instruction somewhat increased; but the arrangements still fall short of those prescribed for such schools. The Inspector of Schools speaks of lax discipline on account of the want of a properly constituted head. In the examinations in General Subjects, 19 passed the Infant Standard, 6 the Lower Primary, and 3 the Upper Primary. In Special Subjects, only the 6 boys who passed the Lower Primary Standard in General Knowledge were presented, and all passed. Mr. Andrews, Vice-Principal of the Mayo School of Art, records progress, on the whole, for the year; but the Practical Geometry, Modelling, Carpentry, and Copper-work were deficient, with a tendency in the teachers of the last two subjects to look rather to the production of things for sale, than to the teaching of the scholars. Six of the pupils were awarded scholarships of Re. 1 each on passing the Lower Primary Examination.

Municipal Board Industrial School, Delhi.

148. The Industrial School at Delhi continues an appendage to the Municipal Board ordinary Primary School; but it is separately instructed, and conforms to the Scheme of Studies for Industrial Schools. There were 64 on the roll at the end of the school year, mostly the sons of artisans. Eight boys passed the Lower Primary Examination in General Subjects, but only 5 of these came up to the mark in Special Subjects. Progress had been made in the School, but not such, on the Special side, as the Principal of the School of Art had hoped to find.

Prospects of Industrial Schools.

149. In last year's report, I expressed a belief that the newly announced rules for grants to Industrial Schools would induce some of the ordinary town schools to add Drawing and a Handicraft to their Schemes of Study. The difficulties, however, and the expense—especially on the side of the Handicraft, are very considerable; and it is more and more forcing itself upon me, that *Night Schools*, with provision for elementary General Knowledge and Drawing, are what we specially need for the illiterate working youths of our cities.

Female Education (Natives).

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total of both Secondary and Primary Schools.	Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of	Board Schools	1891-92	...	...	...	...	2	2	...	2	2	190	192	...	...
		1890-91	...	...	...	...	2	2	...	2	2	180	182	...	...
		Increase	...	...	...	...	...	...	...	...	...	10	10	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided Schools	1891-92	2	...	2	3	3	6	5	3	8	114	122	...	...
		1890-91	2	...	2	3	2	5	5	2	7	112	119	...	...
		Increase	...	...	...	..	1	1	...	1	1	2	3	...	...
		Decrease	...	...	..	...	...	...	...	...	...	...	...	...	...
	Unaided Schools	1891-92	...	...	...	..	...	...	..	...	...	6	6	...	...
		1890-91	...	..	...	...	1	1	...	1	1	3	4	...	...
		Increase	...	...	...	...	...	...	...	...	...	3	3	...	...
		Decrease	...	...	..	...	1	1	...	1	1	...	...	...	...
Number of Scholars in	High Stage	1891-92	13	...	13	...	...	...	13	...	13	...	13	13	...
		1890-91	8	...	8	...	..	...	8	...	8	...	8	8	..
		Increase	5	...	5	...	...	...	5	..	5	...	5	5	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Middle Stage	1891-92	30	...	30	32	61	93	62	61	123	...	123	72	46
		1890-91	32	...	32	35	49	84	67	49	116	...	116	80	26
		Increase	...	..	...	...	12	9	...	12	7	...	7	...	20
		Decrease	2	...	2	3	...	...	5	...	...	...	...	8	...
	Total Secondary Stage	1891-92	43	...	43	32	61	93	75	61	136	...	136	85	46
		1890-91	40	...	40	35	49	84	75	49	124	...	124	88	26
		Increase	3	...	3	...	12	9	...	12	12	...	12	...	20
		Decrease	...	...	...	3	...	...	...	...	...	...	...	3	...
	Upper Primary Stage	1891-92	45	...	45	31	131	162	76	131	207	570	777	73	589
		1890-91	34	...	34	33	88	121	67	88	155	446	601	56	431
		Increase	11	...	11	...	43	41	9	43	52	124	176	17	158
		Decrease	...	...	...	2	...	...	...	...	...	...	...	...	...
	Lower Primary Stage	1891-92	61	...	61	103	273	376	164	273	437	9,457	9,894	61	...
		1890-91	62	...	62	89	237	326	151	237	388	8,472	8,860	62	...
		Increase	...	...	...	14	36	50	13	36	49	985	1,034	...	...
		Decrease	1	...	1	..	...	...	...	...	...	...	...	1	...
	Total Primary Stage	1891-92	~~96~~ 106	...	106	134	404	538	240	404	644	10,027	10,671	134	589
		1890-91	96	...	96	122	325	447	218	325	543	8,918	9,461	118	431
		Increase	10	...	10	12	79	91	22	79	101	1,109	1,210	16	158
		Decrease	...	..	...	...	...	...	...	...	...	...	...	...	...
	Grand Total	1891-92	149	...	149	166	465	631	315	465	780	10,027	10,807	219	635
		1890-91	136	...	136	157	374	531	293	374	667	8,918	9,585	206	457
		Increase	13	...	13	9	91	100	22	91	113	1,109	1,222	13	178
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Work of Inspectress	150	Needle-work	160
Number of schools and scholars	151—154	Domestic economy	161
Expenditure	155	Conduct and discipline	162
Fees	156	Progress during the year	163
Scholarships	157	Prospects	164
Examination results	158—159		

Work of Inspectress.

150. As already stated, Miss Francis continued to discharge the duties of Inspectress of Schools throughout the year. Besides the inspection of all Girls' Schools within Municipal and Cantonment limits, that is, in all the great centres of the Province, she exercises a more or less close supervision over the Victoria School, Lahore, with its Branches, and over the Normal Classes in a few of the ordinary schools for the training of Female Teachers, and conducts the Middle Standard Examination for Girls, and the Examinations for Female Teachers' Certificates. During the past year her travelling and labours in the touring season were incessant; and my acknowledgments are due to her both on account of the fulness of her work and the readiness of her advice in matters connected with Female Education.

Number of schools and scholars.

151. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them, for the past two years. The number of schools of all kinds rose during the year from 305 to 320, and the number of scholars from 9585 to 10,807. Besides these, 410 girls are returned as attending Zanána Classes, giving a total of only 11,217 girls in receipt of anything like a regular education in the Province. If we add the number of girls in attendance on Private Schools, or 8132 (see Chapter VIII), we get only 19,349 under school instruction of any kind, or not more than 1·3 per cent. of the girls of a school-going age.

Secondary Schools.

152. The number of Secondary Schools remains 10 as last year, namely, 2 High and 3 Middle Anglo-Vernacular Schools, and 5 Middle Vernacular Schools. The two High Schools are the Alexandra School, Amritsar, and the Lady Dufferin School, Lahore,—both Boarding Schools for Native Christian children of the better class. The return of girls in the classes of the High Department is 13, against 8 last year. The Middle Departments are fairly well attended; and these schools are reported to be doing, in most respects, excellent work. The three Middle Anglo-Vernacular Schools are the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School of the Church Mission Society at Amritsar—all attended mostly by Native Christian children of a lower class than attend the two High Schools, many being orphans supported by the Missions. The five Vernacular Middle Schools are the District Board School at Gujarwál in the Ludhiána District, the Municipal Board School at Amritsar, the Victoria School and an Aided School in Lahore, and the American Mission School at Gujránwála. The number in attendance on the Middle Classes of all the Secondary Schools is now 123, against 116 last year. There is a fall from 67 to 62 in the Anglo-Vernacular

Female Education (Natives).

Schools, and a rise in the Vernacular Schools from 49 to 61. Secondary Education is as yet represented by only 136 scholars; and it is somewhat disappointing that, in particular, neither the Jullundur nor the Siálkot District, where Primary Education has been doing fairly well for a long time, has yet anything to show in this direction.

Primary Schools.

153. The number of Primary Schools rose during the year from 295 to 310, and the number of scholars from 8918 to 10,027, which is satisfactory. The Delhi Circle contributed 12 new schools; the Lahore Circle, 2; and the Deraját Circle, 3; whilst the Jullundur Circle shows 2 schools fewer than last year. Ten of the new Primary Schools were Board Schools, 2 were Aided Schools, and 3 Unaided Schools; and the numbers of these different classes of schools are now 190, 114, and 6, respectively. The increase from 601 to 777 in the number attending the Upper Primary classes may be regarded as somewhat hopeful.

Distribution of the Schools.

154. The distribution of the schools over the Inspectional Circles, and over the various Districts, is deserving of notice. The Delhi Circle has now 41 schools, with 1134 scholars, to which may be added the 410 girls who attend Zanána Classes in the Delhi, Gurgáon, and Karnál Districts, giving 1544 scholars altogether. The Jullundur Circle has 61 schools, with 1845 scholars; the Lahore Circle, 127 schools, with 4647 scholars; the Ráwalpindi Circle, 83 Schools, with 2896 scholars; and the Deraját Circle, only 8 schools, with 285 scholars. The Lahore Circle, it will be observed, very prominently takes the lead in this way; and, as remarked by Miss Francis, as we recede from this centre of the most vigorous races, female education becomes more and more an artificial growth. The following table gives the attendance on schools of all kinds, and on Zanána Classes in each District:—

No.	Districts.	Number of Girls in							Total.
		High Schools.	Middle Schools.	Primary Schools, District Board.	Primary Schools, Municipal Board.	Primary Schools, Aided.	Primary Schools, Unaided.	Zanána Classes.	
1	Hissár ...	...	...	...	...	...	43	...	43
2	Rohtak ...	...	...	91	82	...	...	...	173
3	Gurgáon ...	...	...	160	...	61	...	35	256
4	Delhi ...	...	98	49	...	303	...	304	754
5	Karnál ...	...	...	30	35	...	...	71	136
6	Umballa ...	...	...	133	20	...	...	...	153
7	Simla ...	...	...	...	...	29	...	...	29
8	Kángra ...	...	...	123	45	42	...	...	210
9	Hoshiárpur ...	...	...	...	...	91	...	...	91
10	Jullundur ...	...	...	361	520	...	...	...	881
11	Ludhiána ...	...	47	176	265	...	...	..	488
12	Ferozepore ...	...	...	89	...	86	...	...	175
13	Gujránwála ...	...	119	197	294	338	...	...	948
14	Jhang ...	...	...	53	244	...	...	...	297
15	Montgomery ...	...	...	...	24	...	...	...	24
16	Lahore ...	83	222	...	80	895	...	...	1,280
17	Amritsar ...	66	145	74	994	456	87	...	1,822
18	Gurdáspur ...	...	...	89	187	...	...	...	276
19	Siálkot ...	...	...	509	526	109	...	...	1,144
20	Gujrát ...	...	...	43	...	64	...	...	107
21	Kohát ...	...	...	...	...	...	...	...	...
22	Sháhpur ...	...	...	243	108	...	23	...	374
23	Jhelum ...	...	...	45	34	398	...	...	477
24	Ráwalpind ...	...	...	30	...	698	...	...	728
25	Hazára ...	...	...	...	...	...	...	...	...
26	Pesháwar ...	...	...	...	...	66	...	...	66
27	Mooltan ...	...	...	...	...	53	...	...	53
28	Bannú ...	...	...	...	...	...	...	...	...
29	Dera Ismaí'l Khá ...	...	...	...	232	...	...	...	232
30	Dera Ghází Khán ...	...	...	...	...	...	...	...	...
31	Muzaffargarh ...	...	...	...	...	...	...	...	...
	Total ...	149	631	2,495	3,690	3,689	153	410	11,217

In last year's statement, 6 Districts were blank instead of 5 this year, the Hissár District having, during the year, begun the experiment of Female Education, with 2 Mission Schools and 43 scholars. The Kohát and Hazára Districts, in the Ráwalpindi Circle, and the Bannú, Dera Ghází Khán, and Muzaffargarh Districts, in the Deraját Circle, are still without any Girls' Schools. In the Mooltan, Montgomery, Pesháwar, and Hoshiárpur Districts, the experiment is still in its initial stage; and Simla is returned with only 29 girls under instruction. The Amritsar, Lahore, and Siálkot Districts, with more than a thousand scholars each, take the lead in this respect; then follow the Gujránwála, Jullundur, Delhi, and Ráwalpindi Districts, with more than five hundred scholars each; whilst the remaining Districts are, more or less, but poorly represented. During the past year, the District Inspectors of Schools prepared, at my request, a special report on the condition and prospects of Female Education in each District, from which it is evident that there is a gradual awakening of the people in this respect, and that social custom rather than reasoned opposition is the chief obstacle in the way. It also appears that the educated classes continue to be more apathetic as to the education of their girls than might have been expected.

Expenditure.

155. The statement on the following page gives the expenditure from different sources on Girls' Schools of all kinds and grades, as well as the expenditure on Scholarships. The total expenditure for the year rose from Rs. 1,04,673 to Rs. 1,06,765, or by about 2 per cent., against a rise in the attendance of 12 per cent. The increase is solely in the Board and Aided Schools, the Unaided Schools, though increased in number, showing a fallen expenditure. The rise, it may also be observed, is exclusively in the Primary Schools. Of the total expenditure, about three-fifths are paid from Public Funds, the remaining two-fifths being contributed mainly from Private Sources. Less than one-fourth was paid from Provincial Revenues, chiefly in grants to Aided Schools; Municipal Funds contributed a little over one-fourth; District Funds, about one-seventh; and Other Sources (that is the Private Funds of Aided Schools) more than one-third. District Funds and Other Sources mostly share the amount of the increase between them, owing to the greater number of schools, and, in some degree, improved salaries and equipment.

Fees.

156. Female Education in the Province is yet too delicate a growth to admit of more than the mere beginnings of fees; and only Rs. 2,153, or a little less than last year, are returned in this behalf. The levy of fees, with but one or two exceptions, is confined to the Anglo-Vernacular Schools; and neither the Board nor the Unaided Schools take any fees as yet. The hold is not yet strong enough to admit of this; and it is only by the liberal offer of scholarships that the pupils can be induced to remain at school for more than a very short time,—social custom putting in a claim for their withdrawal at eight or nine years of age.

Scholarships.

157. To induce parents, against the contrary inclinings of their social system, to allow their girls to remain on at school, small scholarships, up to a certain limit, are offered to all who pass the Upper and Lower Primary Examinations. At the end of the year, 635 of these scholarships were current, against 457 last year. The extent of the increase is due to the greater numbers now attaining the prescribed standards. In the Middle Departments, with 123 pupils, 46 scholarships were current, or one for every three pupils; and in the Upper Primary Departments, with 777 pupils, 589 were current, or about three

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

Chapter VI, 155.

Female Education (Natives).

			Board.				Aided.				Unaided.				Total.			
			1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease,
In Secondary Schools.	Anglo-Vernacular.	Provincial Revenues.	...	...	...	...	4,851	4,476	375	...	...	...	...	...	4,851	4,476	375	...
		District Funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Municipal Funds.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Fees ...	...	...	...	...	2,072	2,146	...	74	...	...	...	...	2,072	2,146	...	74
		Other Sources	...	...	...	...	14,583	15,756	...	1,173	...	...	...	...	14,583	15,756	...	1,173
		Total ...	...	...	...	...	21,506	22,378	...	872	...	...	...	...	21,506	22,378	...	872
	Vernacular.	Provincial Rveenues.	171	103	68	...	8,572	9,484	...	912	...	...	...	...	8,743	9,587	...	844
		District Funds	369	253	116	...	...	...	...	...	...	...	...	...	369	253	116	...
		Municipal Funds.	6,407	6,834	...	427	627	475	152	...	...	...	...	...	7,034	7,309	...	275
		Fees ...	...	...	...	...	81	85	...	4	...	...	...	...	81	85	...	4
		Other Sources	...	...	...	...	1,589	1,058	531	...	...	563	...	563	1,589	1,621	...	32
		Total ...	6,947	7,190	...	243	10,869	11,102	...	233	...	563	...	563	17,816	18,855	...	1,039
In Primary Schools.		Provincial Rvenues.	2,501	2,369	132	...	7,909	7,799	110	...	...	...	...	...	10,410	10,168	242	...
		District Funds	13,990	12,964	1,026	...	998	752	246	...	...	...	...	...	14,988	13,716	1,272	...
		Municipal Funds.	18,963	18,728	235	...	1,890	1,695	195	...	..	...	...	...	20,853	20,423	430	...
		Fees ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Other Sources	7	67	...	60	19,850	17,840	2,010	...	1,335	1,226	109	...	21,192	19,133	2,059	...
		Total ...	35,461	34,128	1,333	...	30,647	28,086	2,561	...	1,335	1,226	109	...	67,443	63,440	4,003	...
Total Secondary and Primary Schools.		Provincial Revenues.	2,672	2,472	200	...	21,332	21,759	...	427	...	...	...	...	24,904	24,231	...	227
		District Funds	14,359	13,217	1,142	...	998	752	246	...	...	...	...	...	15,357	13,969	1,388	...
		Municipal Funds.	25,370	25,562	...	192	2,517	2,170	347	...	...	...	...	...	27,887	27,732	155	...
		Fees ...	...	...	...	...	2,153	2,231	...	78	...	...	...	...	2,153	2,231	...	78
		Other Sources	7	67	...	60	36,022	34,654	1,368	...	1,335	1,789	...	454	37,364	36,510	854	...
		Total ...	42,408	41,318	1,090	...	63,022	61,566	1,456	...	1,335	1,789	...	454	1,06,765	1,04,673	2,092	...
			In Secondary Schools.				In Primary Schools.											
Scholarships.		Provincial Revenues.	6,467	3,817	2,650	...	12,728	9,525	3,203	...	...	...	...	...	19,195	13,342	5,853	...
		District Funds	...	...	...	...	6	7	...	1	...	...	...	...	6	7	...	1
		Municipal Funds.	48	48	...	...	12	156	...	144	...	...	...	...	60	204	...	144
		Other Sources	...	67	...	67	24	...	24	...	...	...	...	...	24	67	...	43
		Total ...	6,515	3,932	2,583	...	12,770	9,688	3,082	...	...	...	...	...	19,285	13,620	5,665	...

for every four pupils. The expenditure on these scholarships increased during the year from R. 13,620 to Rs. 19,285, nearly all from Provincial Revenues, the irregular awards from Local Funds having all but disappeared. It was felt last year that both the number of scholarships and the expenditure were running up too high; and a provisional reduced scale was accepted for the awards of the past year. The matter was referred to the last Educational Conference; and Government has recently, on the recommendation of that body, sanctioned the following revised rates for the future:—Upper Primary Scholarships of the fixed value of Rs. 2 per mensem, to girls of purely Vernacular Schools, who pass the Lower Primary Examination, up to a limit of 25 per cent. of the number on the rolls in the Lower Primary Department, instead of Rs. 2 or 3, and 33 per cent.; and Middle School Scholarships of Rs. 3 or 4 per mensem, to girls of purely Vernacular Schools, who pass the Upper Primary Examination, up to a limit of 20 per cent of the number on the rolls in the Upper Primary Department, instead of Rs. 4 or 6, and 25 per cent. There can be no doubt that the institution of these scholarships has given a stimulus, however artificial, to Female Education in the manner intended; and it will, I consider, be necessary to maintain them, under gradually modified rates, for many years to come.

158. The subjoined table compares the results of the Examinations of the Secondary Departments for the last two years:— Results of Examinations for Secondary Schools.

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1891-92 ...	4	1	25·0	9	3	33·3	10	10	100·0
	1890-91 ...	2	1	50·0	6	...	...	4	3	75·0
	Increase	2	...	...	3	3	33·3	6	7	25·0
	Decrease ...	...	...	25·0	...	...	...	...	...	...
Total Anglo-Vernacular Examination.	1891-92 ..	4	1	25·0	9	3	33·3	10	10	100·0
	1890-91 ...	2	1	50·0	6	...	...	4	3	75·0
	Increase	2	...	...	3	3	33·3	6	7	25·0
	Decrease ...	...	...	25·0	...	...	...	...	...	...
Vernacular Examination.										
Board Schools	1891-92 ..	...	...	...	...	...	...	9	5	55·5
	1890-91 ...	...	...	...	...	...	...	6	4	66·7
	Increase	...	...	...	...	...	...	3	1	...
	Decrease ...	...	...	...	...	...	...	...	...	11·2
Aided Schools	1891-92 ...	...	...	...	...	...	...	20	18	90·0
	1890-91 ...	...	...	...	...	...	...	6	2	33·3
	Increase	...	...	...	...	...	...	14	16	56·7
	Decrease ...	...	...	...	...	...	...	...	...	...
Unaided Schools.	1891-92 ...	...	...	...	...	...	...	...	...	...
	1890-91 ...	...	...	...	...	...	...	4	1	25·0
	Increase	...	...	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	4	1	25·0
Total Vernacular Examination.	1891-92 ...	...	...	...	...	...	...	29	23	79·3
	1890-91 ...	...	...	...	...	...	...	16	7	43·7
	Increase	...	...	...	...	...	...	13	16	35·6
	Decrease ...	...	...	...	...	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1891-92 ...	4	1	25·0	9	3	33·3	39	33	84·6
	1890-91 ...	2	1	50·0	6	...	...	20	10	50·0
	Increase	2	...	...	3	3	33·3	19	23	34·6
	Decrease ...	...	...	25·0	...	...	...	...	...	...

Female Education (Natives).

Four candidates went up to the Entrance Examination of the Calcutta University, of whom one, belonging to the Lady Dufferin School, Lahore, passed. For the Middle School Examination, 9 candidates went up, and 3 passed,—all from the Lady Dufferin School. But, for native girls, the Middle Standard Examination has practically taken the place of the Middle School Examination, although a few still like to be tested by the Boys' standard; and, in the last examination, 39 candidates appeared, of whom 33 passed, or nearly 85 per cent, against 10 out of 20 last year. Of the 33 successful candidates, 15 were Christian girls, 5 Muhammadan, and 13 Hindú or Sikh. Twenty took Urdú as their Vernacular, 9 Gurmukhí, and 4 Hindí. "The large number of passes," says Miss Francis, "is partly due to the Alexandra School having sent up 8 candidates to this examination, all of whom passed, instead of to the Middle School Examination as heretofore; partly to the comparative easiness of the papers; and partly to Mrs. Steel's book on Physiology and Hygiene being an easier subject than Mathematics or a Classical Language, which formerly took its place." It is right enough to avoid exacting a too high standard from girls at the present stage of their acquaintance with written examinations; but it is probable that some of the last year's papers were of a lower standard than they need have been.

Results in Primary Examinations.

159. The statement below gives the results for the last two years of the Upper and Lower Primary Examinations:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1891-92	203	137	67·5
	1890-91	145	113	77·9
	Increase	58	24	...
	Decrease	...	...	10·4
Aided Schools	1891-92	85	67	78·8
	1890-91	49	30	61·2
	Increase	36	37	17·6
	Decrease	...	...	...
Unaided Schools	1891-92	...	...	...
	1890-91	6	4	66·7
	Increase	...	...	...
	Decrease	6	4	66·7
Total	1891-92	288	204	70·8
	1890-91	200	147	73·5
	Increase	88	57	...
	Decrease	...	...	2·7
Lower Primary Examination.				
Board Schools	1891-92	545	335	61·5
	1890-91	515	323	62·7
	Increase	30	12	...
	Decrease	...	...	1·2
Aided Schools	1891-92	366	226	61·7
	1890-91	208	127	61·1
	Increase	158	99	·6
	Decrease	...	...	...
Unaided Schoools	1891-92	...	...	...
	1890-91	3	1	33·3
	Increase	...	...	...
	Decrease	3	1	33·3
Total	1891-92	911	561	61·6
	1890-91	726	451	62·1
	Increase	185	110	...
	Decrease	...	...	·5

At the Upper Primary Examination there were 288 candidates and 204 passes, or 70 per cent., against 147 out of 200 last year. The numbers are greater; but there is a slight falling off in the percentage of passes. At the Lower Primary Examination, there were 911 candidates and 561 passes, or 61 per cent., against 451 out of 726 in the previous year. The increase in the numbers is hopeful; and it may be noted that the percentage of passes in the Upper Primary Examination is about the same as that returned for Boys' Schools, whilst in the Lower Primary Examination it is a good deal lower. The weak subjects, the Inspectress of Schools states, are those in which intelligent teaching is required; and it will be a long time, under the parda system, before it can be otherwise. There are, however, already glimmerings of light; and Miss Francis instances the case of a girl in the Municipal Board School, Gujránwála, who objected to a book *because it had no explanations.*

160. Needle-work and Domestic Economy ought to be *compulsory* subjects in every Girls' School; but, until the means exist for efficient instruction in these, on the lines required for the country, they will have to remain, as at present, only *optional* subjects. But increasing attention is being everywhere given to them. Regarding Needle-work, the Inspectress of Schools makes the following remarks :— Needle-work.

"I regret that needle-work is still generally unsatisfactory, though, in the Victoria School, both plain needle-work and *phulkárí* work have improved. Owing to the simplicity of native dress, needle-work is not of the same household importance as in England, where making and mending clothes form a large part of a housewife's duties. But, as a training in neatness and accuracy, it should be like every well-executed handwork, a valuable part of education. Unfortunately, except the plain needle-work taught in the Christian Boarding Schools, and the indigenous *phulkárí* work in Ráwalpindi, the work is not well enough taught to be of any value. Some other kinds of needle-work are practised, in all of which the girls show much facility of design, but a want of cleanliness and neatness."

What, of course, is primarily wanted is proficiency in the forms of knitting, sewing, and embroidery, which are useful and valued in the household.

161. It is, I find, as stated by the Inspector of Schools, Jullundur Circle, in his last year's report, a very generally accepted opinion, that sufficient cooking and house-keeping, for the simple wants and habits of the people, are learnt by the girls from their mothers, or other female relatives, *at home;* and this only emphasizes the necessity of particular attention being paid to these important subjects in the Boarding Houses, which are the *homes*, for the time being, of the children. Yet it does not appear that this is always the case, although there are a few notable exceptions. It will be long before any but the best schools are practical lessons in neatness, cleanliness, and hygiene; but the introduction into the Middle Schools of the Sughar Bíbí, or Good House-mother, is being already attended with good results. Lálá Piyáre Lál suggests the introduction of the *First Part* into the Courses of Reading for Primary Schools; but the preparation of a special book for this purpose has been in hand for some time. Domestic Economy.

162. The behaviour of the girls is, without exception, favourably reported of. They are gentle and docile, and want only training and influence to produce most useful results. The tone and discipline of the Christian Boarding Houses are, in most instances, very good; and the influence of the European ladies in Mission and other Schools, and of other cultured super- Conduct and discipline.

intendents, is remarkable. As for the Village Schools, cut off from such influences, we shall have to wait for the rising generation of native Female Teachers, which is, as yet, but a very slow growth. Meanwhile, the girls are learning to come to school, more or less, at the proper time; to sit still whilst at school; to give some attention to their lessons; to be clean, and neat, and, perhaps, industrious; and these are important elements of discipline and moral training. The Inspector of Schools, Lahore Circle, regrets that no 'special provision for moral instruction' is made in the Scheme of Studies, as that would be likely to commend itself to parents who might be opposed to merely secular education; but this matter has, for some time, been receiving attention.

Progress during the year.

163. Tested by the increase in the total number of scholars, by the greater number reading in the higher classes, by the improved examination results, and by the less hostile and indifferent attitude of the people, there is little doubt that the past year has been one of real, if not great, progress in Female Education. All the Inspectors write of a perceptible advance in some degree. In particular places, as in Siálkot, the advance has been striking. Of the Central Punjab, where the enterprise is at its best, Mr. Lewis, the Inspector, remarks:—"The general state of education in the city of Amritsar is exceptionally satisfactory; and, in the District, there has been encouraging progress. In the Lahore and Jhang Districts there has also been a steady advance. In Gujránwála, the Infant and Lower Primary Departments have been neglected for the sake of the Middle and Upper Primary Departments, which is a serious mistake. In the Gurdáspur and Montgomery Districts, the condition of the Female Schools is unsatisfactory." Others write in the same strain; and it is satisfactory to learn from Mr. Thompson, that Bedí Khem Singh's Schools, in the Ráwalpindi and Jhelum Districts, are working satisfactorily on the new lines, and that "there is reason to believe that there are signs of improvement in these schools." That it is not all onward moving will be understood from the following remarks of Lálá Piyáre Lál, after expressing himself satisfied with the progress, on the whole:—But the fact remains, that in one District, the Local Bodies have made no efforts to provide the means of education for girls, and, in another, half the number of female schools are practically worthless."

Prospects.

164. The two great obstacles to the advance of female education,—the want of qualified female teachers, and the prejudice and doubts of the people,—will not soon disappear; but every year shows a change for the better in these respects; and the outlook to-day may safely be said to be more hopeful than ever before. It is true that the educated classes do not lead and champion this movement as they might have been expected to do; and there is also an influence abroad at present, fostered, it is believed, by a section of the educated community, which is distinctly adverse to female education; but something is being done in almost every District as a beginning and sample of this experiment. Where female teachers are not available, respected Maulavís and Pandits are made use of, as in the indigenous system; and there is no reason, if the right men are employed, why the results, as a beginning, should not be respectable enough. What has to be avoided is the keeping on, in the name of female education, as is occasionally done, of schools merely for the purpose of providing a livelihood to inefficient men, "who would otherwise be dependent," as the Jullundur Inspector puts it, "on the charity of their neighbours."

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

	Paras.
SECTION A.—EUROPEANS AND EURASIANS.	
Statistical table	165
Number of schools and scholars	166—167
Expenditure...	168
Fees	169
Scholarships	170
Examination results	171
Discipline and conduct	172
Boarding Schools	173
Progress during the year	174
Sanáwar and Murree Asylums	175—176
Private Schools	177
SECTION B.—MUHAMMADANS.	Paras.
General statistics	178
Numbers and comparisons ...	179
Growing popularity of English education	180
Schools specially for Muhammadans	181
SECTION C.—NATIVE CHIEFS.	
The Aitchison College ...	182—184
Sons of gentlemen of rank ...	185
SECTION D.—LOW CASTES.	
Special Schools for Low-caste children	186
S.P.G. and Baptist Mission Schools	187
Amritsar, Gurdáspur, and Gujránwála Schools	188
Siálkot Schools	189

SECTION A.—EUROPEANS AND EURASIANS.

Statistics.

165. The statement on the following page gives the number of European Schools in the Punjab at the end of the year, and the number and distribution of the scholars attending these, together with the figures for the previous year.

Number of schools and scholars.

166. The number of Public Schools rose by one during the year, and is now 33, namely, 12 Boys' and 21 Girls' Schools. The return of Private Schools is, I regret, imperfect, the statistics of a number of these not having been supplied to the Inspector. Of the 33 Public Schools, the Asylums at Sanáwar and Murree, with a Boys' and a Girls' School each,—in all 4 Schools,—continue under Government management; 27 are Aided and 2 Unaided Schools. The number of scholars rose during the year from 1964 to 2068, the increase being wholly in the Girls' Schools. The number of girls at Public Schools is now about one-third more than that of boys. Omitting the Sanáwar and Murree Asylums, which are exclusively for soldiers' children, the present total return of 1445 for both Public and Private Schools gives about 17 per cent. of the European non-military population of the Province as under instruction. But most of the Hill Schools draw pupils from beyond the Province; and several of the schools, especially the Simla Convent, have a not inconsiderable element of military pupils.

Stages of instruction.

167. According to the grade of instruction imparted, there are now 4 High Schools in the Province as last year, 24 Middle Schools, against 21, and 5 Primary Schools, against 7. The analysis, in this respect, last year included, as previously, the 4 Asylums as High Schools; but it is more correct to reckon these as Middle Schools, which I have now done. The number of scholars reading in the High School classes is 92; in the Middle School classes, it is 511; and in the Primary classes, 1465. The number at the High stage is about stationary,—a decline on the boys' side being all but made up by a rise on the girls' side; more than one-half of the total advance in attendance is at the Middle stage, mostly on the boys' side; but 1465, or 70 per cent. of the whole, are still at the Primary, or elementary, stage of instruction. It may be observed, as was to be expected, that there are more boys than girls in attendance on the Secondary classes.

CHAP. VII.—EDUCATION OF SPECIAL CLASSES.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	..	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	2	2	...	...	4	4	...	...
	Aided — Middle	6	5	1	...	13	11	2	...	19	16	3	...
	Aided — Primary	2	3	...	1	2	4	...	2	4	7	..	3
	Aided — Total	10	10	...	...	17	17	...	...	27	27	..	...
	Unaided — Middle	...	...	...	...	1	1	...	...	1	1	...	...
	Unaided — Primary	...	...	...	...	1	...	1	...	1	...	1	...
	Unaided — Total	...	...	...	...	2	1	1	...	2	1	1	...
	Total Public Schools	12	12	...	...	21	20	1	...	33	32	1	...
	Private Schools	2	4	...	2	3	5	...	2	5	9	...	4
	Total Public and Private Schools	14	16	...	2	24	25	...	1	38	41	...	3
Number of Scholars in	Sanáwar Asylum	279	259	20	...	228	210	18	...	507	469	38	...
	Murree Asylum	91	91	...	...	80	84	...	4	171	175	...	4
	Aided Schools — High	179	182	...	3	102	78	24	...	281	260	21	...
	Aided Schools — Middle	270	252	18	...	664	588	76	...	934	840	94	...
	Aided Schools — Primary	72	107	...	35	57	94	...	37	129	201	...	72
	Aided Schools — Total	521	541	...	20	823	760	63	...	1,344	1,301	43	...
	Unaided Schools — Middle	...	..	...	...	24	19	5	...	24	19	5	...
	Unaided Schools — Primary	...	...	...	...	22	...	22	...	22	...	22	...
	Unaided Schools — Total	..	...	...	...	46	19	27	...	46	19	27	...
	Total Public Schools	891	891	...	...	1,177	1,073	104	...	2,068	1,964	...	104
	Private Schools	29	63	...	34	26	42	...	16	55	105	...	50
	Total Public and Private Schools	920	954	...	34	1,203	1,115	88	...	2,123	2,069	54	...
Scholars in Public Schools in	High Stage	69	80	...	11	23	13	10	...	92	93	...	1
	Middle Stage	241	205	36	...	270	249	21	...	511	454	57	...
	Total Secondary Stage	310	285	25	...	293	262	31	...	603	547	56	...
	Upper Primary Stage	234	248	...	14	313	268	45	...	547	516	31	...
	Lower Primary Stage	347	358	...	11	571	543	28	...	918	901	17	...
	Total Primary Stage	581	606	...	25	884	811	73	...	1,465	1,417	48	...
	Total Secondary and Primary Stages	891	891	...	...	1,177	1,073	104	...	2,068	1,964	104	...

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Establishment and Contingencies.													
Sanawar Asylum.	Imperial Revenues	15,323	16,037	...	714	7,359	7,012	347	...	22,682	23,049	...	367
	Fees	1,462	1,384	78	...	731	692	39	...	2,193	2,076	117	...
	Total ...	16,785	17,421	...	636	8,090	7,704	386	...	24,875	25,125	...	250
Murree Asylum.	Provincial Revenues	6,252	6,708	...	456	4,784	4,925	...	141	11,036	11,633	...	597
	Total ...	6,252	6,708	...	456	4,784	4,925	...	141	11,036	11,633	...	597
Aided High Schools.	Provincial Revenues	8,500	8,310	190	...	3,933	3,860	73	...	12,433	12,170	263	...
	Fees	19,346	19,112	234	...	9,194	8,168	1,026	...	28,540	27,280	1,260	...
	Other Sources ...	4,574	1,232	3,342	..	...	...	...	...	4,574	1,232	3,342	...
	Total ...	32,420	28,654	3,766	...	13,127	12,028	1,099	...	45,547	40,682	4,865	...
Aided Middle Schools.	Provincial Revenues	7,608	6,373	1,235	...	17,888	15,993	1,895	...	25,496	22,366	3,130	...
	Fees	5,451	6,891	...	1,440	19,065	13,398	5,667	...	24,516	20,289	4,227	...
	Other Sources ...	5,262	6,913	...	1,651	4,123	5,895	...	1,772	9,385	12,808	...	3,423
	Total ...	18,321	20,177	...	1,856	41,076	35,286	5,790	...	59,397	55,463	3,934	...
Aided Primary Schools.	Provincial Revenues	1,698	1,964	...	266	850	1,412	...	562	2,548	3,376	...	828
	Fees	939	1,002	...	63	1,473	3,299	...	1,826	2,412	4,301	...	1,889
	Other Sources ...	1,555	2,101	...	546	810	3,123	...	2,313	2,365	5,224	...	2,859
	Total ...	4,192	5,067	...	875	3,133	7,834	..	4,701	7,325	12,901	...	5,576
Total Aided Schools.	Provincial Revenues	17,806	16,647	1,159	...	22,671	21,265	1,406	...	40,477	37,912	2,565	...
	Fees	25,736	27,005	...	1,269	29,732	24,865	4,867	...	55,468	51,870	3,598	...
	Other Sources ...	11,391	10,246	1,145	...	4,933	9,018	...	4,085	16,324	19,264	...	2,940
	Total ...	54,933	53,898	1,035	...	57,336	55,148	2,188	...	1,12,269	1,09,046	3,223	...
Unaided Middle Schools.	Fees	...	...	...	...	431	2,015	...	1,584	431	2,015	...	1,584
	Other Sources ...	...	...	...	...	786	300	486	...	786	300	486	...
	Total ...	..	...	...	...	1,217	2,315	...	1,098	1,217	2,315	...	1,098
Unaided Primary Schools.	Fees	...	...	...	...	407	...	407	...	407	...	407	...
	Other Sources ...	...	...	...	...	78	...	78	...	78	...	78	...
	Total ...	...	...	...	...	485	...	485	..	485	...	485	...
Total Unaided Schools.	Fees	...	...	...	...	838	2,015	...	1,177	838	2,015	...	1,177
	Other Sources ...	...	...	...	...	864	300	564	...	864	300	564	...
	Total ...	...	...	...	...	1,702	2,315	...	613	1,702	2,315	...	613
Total Public Schools.	Imperial Revenues	15,323	16,037	...	714	7,359	7,012	347	...	22,682	23,049	...	367
	Provincial Revenues	24,058	23,355	703	...	27,455	26,190	1,265	...	51,513	49,545	1,968	...
	Fees	27,198	28,389	...	1,191	31,301	27,572	3,729	...	58,499	55,961	2,538	...
	Other Sources ...	11,391	10,246	1,145	...	5,797	9,318	...	3,521	17,188	19,564	...	2,376
	Total ...	77,970	78,027	...	57	71,912	70,092	1,820	...	1,49,882	1,48,119	1,763	...
Scholarships.													
Number of Government Scholarships		16	18	...	2	10	12	...	2	26	30	...	4
Number of other Scholarships ...		2	2	...	...	...	1		1	2	3	...	1
Expenditure from ...	Provincial Revenues	921	1,176	...	255	702	645	57	...	1,623	1,821	...	198
	Other Sources ...	130	130	...	..	...	120	...	120	130	250	..	120
	Total ...	1,051	1,306	...	255	702	765	...	63	1,753	2,071	...	318

Europeans and Eurasians.

Expenditure.

168. The table on the preceding page gives the total direct expenditure from different sources during the year, together with the number and cost of scholarships. The total expenditure shows an increase of Rs. 1,763, or about 1·2 per cent., against a little over 9 per cent. last year. Of the total expenditure, Rs. 74,195, or nearly one-half, were contributed by Government. Leaving out Rs. 22,682 paid from Imperial Revenues on the Sanáwar Asylum, and Rs. 11,036 from Provincial Revenues on the Murree Asylum, the actual cost to Government on the ordinary schools amounted to Rs. 40,477, or Rs. 2,565 more than last year. The total expenditure on these schools, still excluding Asylums, was Rs. 1,13,971, or about Rs. 82 per scholar, per annum, towards which Government contributed a little over Rs. 29 per head, or practically the same as last year.

Fees.

169. The income from fees continues to rise with the increase and advance upwards of the scholars, and now stands at Rs. 58,499 for the past year. On the whole, the fees cover a good deal over one-third of the expenditure; and in the ordinary schools, which are all Aided Schools, they amount to about one-half of the expenditure, the average fee, per scholar, being a little over Rs. 41 per annum. As the Fees increase, the expenditure from Other Sources, chiefly Subscriptions and Endowments, naturally falls; and Rs. 17,188 is the present record under that head, or about Rs. 12 per scholar.

Scholarships.

170. As explained last year, *ten* Middle School, and *six* High School scholarships are competed for annually; and as the former are tenable for three years, and the latter, ordinarily, for two years, provision is made altogether for 38 Government scholarships. During the past year, 26 of these were current, against 30 in the previous year. Two other Endowment scholarships were also current, making in all 28 scholarships, or an average of one in about every 22 of the scholars in the departments in which the scholarships are tenable. The schools which chiefly distinguished themselves in the last Scholarship Examination were the Lawrence Memorial Asylum at Murree, the Ayrcliff Girls' School, and the Bishop Cotton School at Simla. The total expenditure on scholarships for the year was Rs. 1,753, to which Government contributed Rs. 1,623. These scholarships, it is believed, continue to be a useful incentive to diligence in many of the schools.

Examination results.

171. The table on the opposite page gives the results of the University Entrance, and of the various Departmental Standard Examinations for the past year. The details of the Scholarship Examinations already referred to are also given. In the Entrance Examination of the Calcutta University, out of 15 candidates, only 4 passed, or 26 per cent., against 16 out of 18, or 88 per cent., in the previous year. The Bishop Cotton School contributed all the passes, out of 10 candidates, or 40 per cent.; whereas the remaining 5 candidates from the Boys' High School, Lahore, all failed. It has already been stated in Chapter III, that 4 students from the Bishop Cotton School succeeded in passing the last First Arts Examination of the Calcutta University, which is highly creditable to that institution. In the Final Standard Examination, only 12 candidates appeared, of whom 10 passed, or 83 per cent., against the same number of passes out of 26 candidates last year. Three of the candidates, it may be observed, were girls from three different schools, all of whom passed. The anticipation formed last year, that the number of candidates in this examination would be likely to

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Extrance Examination.		Boys	15	18	...	3	4	16	...	12	26·6	88·9	...	62·3
Final Standard Examination.		Boys	9	18	...	9	7	9	...	2	77·7	50·0	27·7	...
		Girls	3	8	...	5	3	1	2	...	100·0	12·5	87·5	...
Standard VII.	Boys	Sanáwar Asylum...	6	5	1	...	4	2	2	...	66·6	40·0	26·6	...
		Murree Asylum ...	...	15	...	15	...	14	...	14	...	93·3	...	93·3
		Aided Schools ...	38	27	11	...	31	15	16	...	81·5	55·6	25·9	...
		Total ...	44	47	...	3	35	31	4	...	79·5	65·9	13·6	...
	Girls	Sanáwar Asylum...	10	7	3	...	6	2	4	...	60·0	28·6	31·4	...
		Murree Asylum ...	6	6	...	...	3	4	...	1	50·0	66·7	...	16·7
		Aided Schools ...	36	36	...	...	28	21	7	...	77·7	58·3	19·4	...
		Total ...	52	49	3	...	37	27	10	...	71·1	55·1	16·0	...
Standard IV.	Boys	Sanáwar Asylum...	40	35	5	...	34	17	17	...	85·0	48·6	36·4	...
		Murree Asylum ...	15	16	...	1	10	8	2	...	66·6	50·0	16·6	...
		Aided Schools ...	67	57	10	...	44	32	12	...	65·6	56·1	9·5	...
		Total ...	122	108	14	...	88	57	31	...	72·1	52·8	19·3	...
	Girls	Sanáwar Asylum...	22	22	...	...	20	15	5	...	90·9	68·2	22·7	...
		Murree Asylum ...	12	12	...	...	5	9	...	4	41·6	75·0	...	33·4
		Aided Schools ...	89	78	11	...	50	49	1	...	56·1	62·8	...	6·7
		Total ...	123	112	11	...	75	73	2	...	60·9	65·2	...	4·3
Standard II.	Boys	Sanáwar Asylum...	34	27	7	...	21	21	...	...	61·7	77·8	...	16·1
		Murree Asylum ...	10	9	1	...	9	7	2	...	90·0	77·8	12·2	...
		Aided Schools ...	69	59	10	...	39	36	3	...	56·5	61·0	...	4·5
		Total ...	113	95	18	...	69	64	5	...	61·0	67·4	...	6·4
	Girls	Sanáwar Asylum...	27	21	6	...	17	10	7	...	62·9	47·6	15·3	...
		Murree Asylum ...	17	10	7	...	11	4	7	...	64·7	40·0	24·7	...
		Aided Schools ...	105	99	6	...	58	67	...	9	55·2	67·7	...	12·5
		Total ...	149	130	19	...	86	81	5	...	51·0	62·3	...	11·3
Scholarship Examinations. — Middle Standard Examination.	Boys	Murree Asylum ...	2	3	...	1	2	1	1	...	100·0	33·3	66·7	...
		Aided Schools ...	9	8	1	...	7	8	...	1	77·7	100·0	...	22·3
		Total ...	11	11	...	...	9	9	...	...	81·8	81·8	...	...
	Girls	Murree Asylum ...	4	2	2	....	...	...	...	...	...	...	...	...
		Aided Schools ...	12	7	5	...	7	6	1	...	58·3	85·7	...	27·4
		Total ...	16	9	7	...	7	6	1	...	43·7	66·7	...	23·0
Scholarship Examinations. — Primary Standard Examination.	Boys	Murree Asylum ..	10	16	...	6	10	7	3	...	100·0	43·7	56·3	...
		Aided Schools ...	25	13	12	...	17	11	6	...	68·0	84·6	...	16·6
		Total ...	35	29	6	...	27	18	9	...	77·1	62·1	15·0	...
	Girls	Murree Asylum ...	6	1	5	...	3	...	3	...	50·0	...	50·0	...
		Aided Schools ...	37	19	18	...	28	13	15	...	75·6	68·4	7·2	...
		Total ...	43	20	23	...	31	13	18	...	72·0	65·0	7·0	...

Europeans and Eurasians

increase, on account of its being recognised by the Punjab University as equivalent to the Entrance Examination, has not been realised; but the fact was probably not generally known at the time of the last examination. In the VII Standard Examination, with 72 passes out of 96 candidates, or 75 per cent., the results were a great advance on those of the previous year. In the IV Standard, 163 out of 245 passed, or 66 per cent., the percentage for the Sanáwar Asylum, especially on the girls' side, being remarkable. In the II Standard, with 155 passes out of 262 candidates, or 59 per cent., the results are scarcely so good as in the previous year, although the boys of the Murree Asylum, with 90 per cent. of passes, did very well. "On the whole," the Inspector remarks, "the testimony offered by the examination results, is favourable as regards the progress during the year."

Discipline and conduct.

172. The discipline and tone of the schools are, as a rule, all that could be desired; and the conduct of the scholars is favourably reported on. In some instances, the attendance is not so regular as it might be; and the teachers are not always supported in this way, and in home work, by the parents as they have a right to expect. The adoption during the year of *Inter-School Rules* is likely to check, in great measure, the unnecessary, and sometimes vexatious, passing and repassing of children from one school to another.

Boarding Schools.

173. A large proportion of the Schools for European children are both Boarding and Day Schools; and, generally speaking, the arrangements for the health, comfort, and supervision of the boarders are satisfactory: in not a few cases, they are excellent. In one or two instances, where the present accommodation is unsuitable, it is temporary only, as in the case of the Cathedral Orphanages at Lahore, for which new buildings are in course of erection. The domestic, as well as physical, training given in the two Lawrence Asylums, and in the Mayo School at Simla, is a type of what should have the utmost attention in every Middle Class School for Europeans in the Province. The influence is spreading, as well as the sense of what is fitting; and the effect of learning to be of use is reflected back on the whole tone of a few of such schools.

Progress during the year.

174. To judge from the smaller number of boys under instruction than girls, and from there being but 12 Boys' Schools in the Province as against 21 Girls' Schools, it is probable that the provision for male education is not quite adequate. Hence the Committee of the Lawrence Asylum at Murree have recently made a representation to Government on the subject. But the action, during the year, of the Anglo-Indian Children's Relief Association bodes well for improvement, in this respect, in the near future. The numerical increase since last year, and the favourable examination results, are evidence of fair progress, on the whole; but a number of the plain schools, especially those depending on the shifting Railway population, are not yet what they might be. Mr. Lewis points to a defect of considerable moment in the following remarks:—"In most of the Middle and High Schools there is a tendency, encouraged by the hope of earning a larger grant, to promote the scholars too rapidly from one Standard to another, and to present them for examination in a greater number of subjects than it is possible for them to study with any profit during the time allowed for them. Hence there was a general failure in some of the class subjects in many of the schools in the plains, which I examined last March. The fault has been pointed out, and will, I hope, be remedied, so that the work done during the current year may be more thorough."

Europeans and Eurasians.

It may be noted as an important new departure, if not as a mark of actual progress, that the Pupil Teacher system, as laid down in the Code for European Schools, was practically given effect to during the year, for the first time in the Province, by the employment of four Pupil Teachers in the Sanáwar Asylum, and of one in the Mayo School. This, it is hoped, will not only supply the necessary teaching strength to the schools concerned, but will also, in the long run, increase the supply of efficient teachers for the schools generally in the Province.

Lawrence Military Asylum, Sanáwar.

175. The special report of the Inspector of European Schools on the Lawrence Military Asylum, Sanáwar, was submitted to Government in the end of October last. The number on the rolls, at the end of the official year, was 509,—281 boys, and 228 girls, or 40 more than last year. Instructionally, the year was one of much progress. On both the Boys' and Girls' sides, under the new Head Master and Head Mistress, the proficiency and tone of the classes had been greatly raised. The improvement in the Infant Department is also very marked; and the drill and songs are excellent. The Principal speaks in terms of high praise of the new heads of the various School Departments, especially of Miss Parker, the Head Mistress; and there can be no doubt that under the improved arrangements, and methods, and influence of these teachers, good, in every way, will accrue to the institution. The industrial and domestic parts of the training continue to receive every attention. On the Boys' side, instrumental music, telegraphy, printing, and shoe-making—carpentry is in abeyance at present—are taught with useful results; and five boys passed the Subordinate Medical Examination during the year. On the Girls' side, sewing and general house-wifery—the principle of self-help being, wherever possible, put into practice—form an essential part of the instruction. All the departments of the institution are regularly drilled; the Musical Drill is performed with much precision and effect; and the Athletics of the boys receives much attention. The health of the children remained fairly good throughout the year; the lodging, clothing, and dieting arrangements are well suited to the circumstances; the discipline and behaviour are favourably reported of; and the general appearance continues excellent.

Lawrence Memorial Asylum, Murree.

176. The number on the rolls of the Lawrence Memorial Asylum at Murree, at the end of the year, was 171,—91 boys and 80 girls, or 4 less than last year. The Inspector's Report was, as usual, very favourable on almost all points. "From Dr. Stulpnagel's Report," writes the present Inspector, "it appears that this institution continued efficient on the literary as well as the industrial side. The results of the examinations in the Boys' Department compared favourably with any other Middle School. But there was a deficiency on the part of the girls, accounted for partly by deficiency of intelligence, and partly by the heavy domestic work required of them. Their singing and needle-work (examined by the prescribed standards) were excellent. Physical education was properly attended to; and the dormitories, premises, and internal arrangements were excellent." Allusion has already been made to the position taken by this Asylum in the Scholarship and II Standard Examinations.

Private Schools.

177. As already stated, the return of Private Schools is incomplete. This is to be regretted, as the gauging of the increase of the European scholars in the Province is, at the present time, important. The Inspector, however, failed to obtain the returns in the usual way. He says:—"Deputy Commissioners and Chaplains of various stations have been addressed, with the

Muhammadans.

object of obtaining information regarding Private Schools; but the information supplied is defective. There are certainly more Private Schools in Hill Stations than I am able to show in the returns."

SECTION B.—MUHAMMADANS.

Statistics.

178. The table on the next page gives the number of Muhammadans attending the various educational institutions in the Province during the last two years. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Numbers and Comparisons.

179. The total number of Muhammadans under instruction rose during the past year from 128,879 to 131,493, or by about 2 per cent. The increase was solely in the males, and chiefly in the Public Schools, the number of females having declined by as many as 3462, or about 23 per cent. On the side of the males, there is an increase in both Public and Private Schools, and, generally, in all the kinds of the former. On the side of the females, there is a small rise in the Public Schools, but a great fall in the Private Schools. The latter, however, as will be seen from the next Chapter, is mostly attendance on purely Rote Schools, which have little educational value. The percentage under instruction of any kind of boys of a school-going age is 12·92; whereas the similar percentage for girls is only 1·37. The recent Census returns having been taken for this year, a comparison with the last year's percentages would be of no value. The percentage under instruction for Hindús is 15·29 for boys, and ·98 for girls; and for Sikhs, it is 16·83 for boys, and 1·99 for girls. The difference is most striking in the returns for Public Schools, and for Anglo-Vernacular Secondary Schools, where the Hindús and Sikhs attend between double and treble the extent to which Muhammadans do. Taking attendance on Public Schools as the most reliable test of real advance in education, it will be found that whilst only 1 in 17 Muhammadan boys of a school-going age attend these, and 1 in 188 girls, the corresponding return for Hindús is about 1 in 9 for boys, and 1 in 122 for girls, and for Sikhs, 1 in a little over 8 for boys, and 1 in 56 for girls. Taking Private as well as Public Schools, the comparison is a good deal more favourable to Muhammadans, owing to the vast number of Qurán, or purely religious, Schools.

Growing popularity of English education.

180. But, as stated in last report, it is mainly from the numbers in the higher stages of instruction, and especially of instruction in English, that we can gauge the attitude of the Muhammadan community towards our educational system. And, in this respect, the advance continues to be marked. In schools for Secondary Education, there is an increase of nearly 10 per cent., chiefly in Anglo-Vernacular Schools. In Arts Colleges, the increase is over 13 per cent.; and, in most of the advanced special institutions, there is a slight rise. In the last B. A. Examination, 12 places in the pass list were taken by Muhammadans, one of these being the absolutely first, in the First Division. The only M. O. L was a Muhammadan; and another stood second in the B. O. L. list. Twenty-eight of the places in the Intermediate Examination, or over one-sixth of the whole, were taken by Muhammadans. There is also a good deal of private enterprise among the community in favour of English education, which, there can be no doubt, is steadily growing in popularity. It may be noticed here that Government has recently sanctioned the continuance of the Jubilee Scholarships, instituted in favour of the Muhammadan community, for a further period of five years.

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDUS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindus.				Sikhs.			
	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	84	74	10	...	329	271	58	...	35	36	...	1
Oriental College	43	49	...	6	19	19	...	...	10	11	...	1
Medical College	29	24	5	...	93	76	17	...	6	11	...	5
In Secondary Stage. Anglo-Vernacular	2,647	2,410	237	...	5,588	5,134	454	...	814	716	98	...
In Secondary Stage. Vernacular ...	1,326	1,212	114	...	2,208	2,190	18	...	601	567	34	...
In Primary Stage	49,985	45,914	4,071	...	60,444	56,474	3,970	...	12,356	11,710	646	...
In Training Schools	125	128	...	3	187	183	4	...	45	31	14	...
In School of Art	65	58	7	...	25	19	6	...	41	39	2	...
In Law School	16	13	3	...	63	46	17	...	5	6	...	1
In Medical School	52	68	...	16	95	75	20	...	25	24	1	...
In Industrial Schools	256	183	73	...	71	47	24	...	114	112	2	...
In Other Special Schools ...	72	63	9	...	11	10	1	...	14	10	4	...
Total Public Institutions ...	54,700	50,196	4,504	...	69,133	64,544	4,589	...	14,066	13,273	793	...
Scholars at Private Schools ...	65,622	64,050	1,572	...	27,214	22,582	4,632	...	5,720	4,894	826	...
Total Scholars at Institutions of all kinds	120,322	114,246	6,076	...	96,347	87,126	9,221	...	19,786	18,167	1,619	...
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·28	·28	...	...	·89	·88	·01	...	·69	·75	...	·6
Scholars attending Public Institutions	5·87	5·93	...	·06	10·97	11·08	...	·11	11·97	13·84	...	1·87
Scholars attending Institutions of all kinds	12·92	13·50	...	·58	15·29	14·96	·33	...	16·83	18·94	...	2·11
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	1	2	...	1	...	...	...	...	...	...	...	...
In Secondary Stage. Vernacular ...	23	22	1	...	30	24	6	...	11	7	4	...
In Primary Stage	4,264	3,894	370	...	4,336	3,802	534	...	1,605	1,461	144	...
Total Public Schools ...	4,288	3,918	370	...	4,366	3,826	540	...	1,616	1,468	148	...
Scholars at Private Schools ...	6,883	10,715	...	3,832	826	885	...	59	186	251	...	65
Total Scholars at Schools of all kinds	11,171	14,633	...	3,462	5,192	4,711	481	...	1,802	1719	83	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·53	·53	...	...	·82	·79	·03	...	1·78	2·03	...	·25
Scholars attending Schools of all kinds	1·37	2·00	...	·63	·98	·97	·01	...	1·99	2·38	...	·39

Native Chiefs.

Schools specially for Muhammadans.

181. The schools for the special benefit of Muhammadans remain as last year. In Delhi, the Anglo-Arabic School, supported on the proceeds of the Itmád-ud-Daula Fund, and the best school of its kind in the Province, has recently removed into the building of the old Ghází-ud-dín Madrassa, which has been adapted, and made over by Government for the purpose. The Shurfa-i-Hind School, also in Delhi, and managed by Sháhzáda Suráya Jah for the special benefit of the descendants of the Timuriya family, was admitted to a grant-in-aid during the year. In Ludhiána, the Haqqáni Schools—one of the Middle and another of the Primary grade—continue to exist. The Islámiya Schools in Amritsar and Lahore continue to prosper, the latter having, as previously stated, recently opened College classes. In the Ráwalpindi Circle, four institutions of this kind exist, instead of two last year; but no particulars are given. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán are scarcely doing so well as might have been expected.

SECTION C.—NATIVE CHIEFS.

The Aitchison College.

182. The Province is very fortunately provided with a suitable institution for the education of its Native Chiefs and gentry, in the Aitchison College at Lahore, which, under excellent management, continues to meet with appropriate success.

Increased numbers.

183. The number in attendance rose during the year from 76 to 80, with 6 others resident in the College, and under its regulations, but receiving instruction at the Government College; and the Governor anticipates that all the available accommodation will be taken up during the coming year. Of those actually reading in the institution, 11 belong to the High Department, 26 to the Middle, and 43 to the Primary. When it shall have become the practice for the boys, as a rule, to stay from the junior classes all through the school, then will the educational advantages of the institution be seen to the full. Meanwhile, in instruction, training, and discipline, it fully deserves the confidence of those for whom it was founded.

Inspector's remarks.

184. The following remarks are taken from the report of Mr. Lewis, who inspected the College in April last :—

"The Governor regrets that many students from Native States, and the sons and near relatives of the larger Punjab Chiefs, have not been attracted to the College. Among the students are the Nawáb of Pataudí, a youth nearly 18 years of age; the young son of the Nawáb of Máler Kotla; and two brothers of the Jam of Las Bela. The Sardár of Kalsia, another minor ruling chief, is expected to join the College this year. Amongst other native gentlemen of rank the College is gaining increased popularity. Nineteen out of the 92 sons of native gentlemen of rank, who are studying in schools in the Lahore Circle, are attending the Aitchison College. It may, however, be noticed that only one of these comes from the Gujránwála District which returns 40 youths as eligible, most of them studying in schools in different parts of the Province. Six pupils were studying during the year in the Government College. Twelve were presented as candidates in the Middle School Examination in January, 1892, of whom 8 passed. There were 7 candidates at the Entrance Examination, of whom 6 passed, including the Nawáb of Pataudí, who has now joined the Government College.

"The education of the Aitchison College has been quite satisfactory, the attention paid to English, and the excellent pronunciation of the boys, being specially noticeable. The conduct of the students is subject to watchful supervision, and everything is done to keep them from acquiring, or to wean them away from, evil habits, and to preserve them from moral contamination. And by the encouragement of games, in which the boys delight, both their moral and physical development is assured. There can, in fact, be no doubt, that the influence of the College is a

practical fulfilment of the aims of its Founder and of its Promoters, *viz.*, to turn out native youths of good social position, better in mind, *morale*, and body, and fitted to take their share in the government either of their own States, or of the Province in which they live."

Sons of gentlemen of rank.

185. The desire of the Sardárs and gentlemen of rank in the Province to educate their sons is much on the increase. In the Delhi Circle, there are reported to be 18 boys of family rank, 12 of whom attend the Aitchison College, 5 the Board Schools of the respective Districts, and one is under a Private Tutor. There is no return of this nature from the Delhi, Rohtak, and Hissár Districts. In the Jullundur Circle, there are about 100 boys of good social rank, of whom 7 attend the Aitchison College, 68 are reading in Public or Private Schools, 3 are at Arts Colleges, 9 are under private tuition, and 13, including a few infants, are receiving no instruction. In the Lahore Circle, of 100 boys of family rank, 19 attend the Aitchison College, and the remainder, the schools mostly of their respective Districts, but a good number, especially of the Gujránwála Sardárs, of other Districts. In the Ráwalpindi Circle, besides 17 reading in the Aitchison College, 104 of the sons of Nawábs, Sardárs, Maliks, Díwáns, or Kháns are said to attend Public Schools, 53 to be studying at home, and 2 to be in receipt of no education. The return for the Deraját Circle is not quite complete; but of some 134 sons or near relatives of Nawábs, Kháns, and gentlemen of position, 5 attend the Aitchison College, about 90 attend the ordinary Board Schools, and several receive private instruction. Two young gentlemen from the Dera Isma'íl Khán District are reading for the bar in England. Of the two sons of Nawáb 'Abdullah Khán, who recently left the Aitchison College, one is an accepted candidate for an Extra Assistant Commissionership, and one has obtained a commission in the 15th Bengal Cavalry.

SECTION D.—LOW CASTES.

Special Schools for low-caste children.

186. Special Schools exist for the education of low-caste children in all the inspectional Circles, except those of Jullundur and Deraját. But no child of any caste is debarred from attending the ordinary Public Schools; and, throughout the Province, instances occur of sweeper and *chamár* boys attending the Board and Aided Schools, and passing the examinations. But they have to sit outside the class line, frequently in the door-way; and this school-boy social ostracism forbids the hope of educational progress among this class of the people by the ordinary means. Hence the importance of the special schools referred to, which are all supported by Missionary Societies.

S. P. G. and Baptist Mission Schools.

187. The schools of this class in the Delhi Circle are those maintained by the S. P. G. and Baptist Missions in the city and suburbs of Delhi, in Simla, and in the Gurgáon and Umballa Districts, several of which are in receipt of grants under the rules for Elementary Indigenous Schools. Facilities are also offered in the Gurgáon District for the education and reward of *Mína* boys, in attendance on the Sháhjahánpur Primary School.

Amritsar, Gurdáspur, and Gujránwála Schools.

188. In the Lahore Circle, there are 35 schools of this class,—1 in the city of Amritsar, 11 in the Gurdáspur District, and 23 in the Gujránwála District. The school in Amritsar is intended solely for the sweeper class, and appears to lead a precarious existence. Of the schools in the Gurdáspur District, 9 are maintained by the Church Mission Society, and the remaining 2 by the American Mission. Only about one-sixth of the boys in these schools appear to be low-caste. The schools of this kind in the Gujránwála District are supported by the American Mission.

Low Castes.

They are attended by 465 scholars, of whom 287 are of low-caste. They teach up to the ordinary Lower Primary Standard. The school in Amritsar, and 9 of the schools in the Gurdáspur District, are in receipt of grants under the rules for Elementary Indigenous Schools; and the Inspector states that an application has been received to place certain of the schools in the Gujránwála District also on the grant-in-aid list.

Siálkot Schools.

189. In the Ráwalpindi Circle, the only District which has schools for low-caste children is that of Siálkot, in which there appear to be 81 schools (including 2 for girls), with 866 boys and 59 girls in attendance, all of whom, however, are not of low-caste. Twenty-two of these schools, with 631 scholars, were examined for grants during the past year. The principal school of this group is the Native Christian Training Institute at Siálkot. It is an Anglo-Vernacular Boarding School, with 96 scholars, and is exclusively intended for the further education of Native Christian boys brought in from the village schools after passing the Lower Primary Examination. It ought to be stated that the agents in this large and interesting enterprise are the American and Scotch Missions.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras.
Definition and description	190	Private Schools examined for grants	193
Statistics of Private Schools	191	Increase	194
Analysis of the returns...	192	Effect of departmental influence ...	195

Definition and description.

190. All schools in which the course of study does not conform to the standards prescribed by the Department or the University, and which do not present pupils at the ordinary examinations, are classed as *Private Schools*. These are chiefly schools for instruction in the Oriental Classical Languages (Arabic or Persian and Sanskrit) and reckoned as Advanced Schools; schools teaching religious books purely by rote; and Elementary Schools, in which only a Vernacular Language, or Mahájaní with the native method of accounts, is taught. Schools which do not come under any of the above heads, but which are still Private Schools in not conforming to the standards prescribed, are returned in the statistical tables as Other Schools, and are mainly Elementary Venture Schools, or schools for Low-Caste children. When a Venture School, or any class of Indigenous School, desires to be examined by the ordinary standards, it is thereby considered a Public School, although, on the recommendation of the last Educational Conference, the sole condition of conforming to the Inter-School Rules (if the school supplies a want) is all that is required to render it eligible for maintenance grants. The Department now looks to the encouragement of Private Schools, through the grant-in-aid system, as the chief means of further extending popular education in the Province.

Statistics.

191. The following table gives the number of Private Schools of different kinds for Native children, and the number of scholars attending them for the last two years. The return of Private Schools for European children is given in the previous Chapter:—

Kind of Schools.	Number of Schools.				Number of Scholars.			
	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Arabic and Persian Schools ...	566	665	...	99	7,413	7,520	...	107
Sanskrit Schools	122	129	...	7	1,907	1,888	19	..
Mahájaní Schools	349	318	31	...	10,763	9,538	1,225	...
Indigenous Vernacular Schools. For Boys ...	1,204	1,107	97	...	24,557	21,163	3,394	...
Indigenous Vernacular Schools. For Girls ...	55	51	4	...	1,061	737	324	...
Schools teaching religious books by rote. For Boys ...	3,912	3,884	28	...	45,777	47,078	...	1,301
Schools teaching religious books by rote. For Girls ...	527	918	...	391	6,299	10,319	...	4,020
Other Schools ... For Boys ...	289	207	82	...	9,986	6,063	3,923	...
Other Schools ... For Girls ...	25	24	1	...	772	901	...	129
Total ... For Boys ...	6,442	6,310	132	...	100,403	93,250	7,153	...
Total ... For Girls ...	607	993	...	386	8,132	11,957	...	3,825
Grand Total for Boys and Girls	7,049	7,303	..	254	108,535	105,207	3,328	...

Analysis of the returns.

192. With a total fall of 254 in the number of schools, there is an increase of 3328 in the number of scholars. Last year there was a large decrease both in schools and scholars, of 892 and 10,985, respectively. The decrease this year in the

Private Schools.

number of Arabic and Persian, and, to a less extent, Sanskrit Schools, is immaterial, as having affected the attendance only very slightly; but the heavy fall in the number of Rote Schools for Girls, with 4020 fewer scholars, is striking and important. The fall was exclusively in the Ráwalpindi Circle, and is attributed by the Inspector to the incompleteness of the returns. But it is neither the Classical nor the Rote Schools from which much help to education of a useful kind is to be looked for. The hopeful schools in this respect are the Venture Schools, classed under Other Schools, and the Indigenous Vernacular Schools; and it is satisfactory to notice that these have very considerably increased both in number and in scholars. The Venture Schools rose mostly in the Jullundur Circle, where there is a strong and rather interesting movement in this direction. The rise in the Indigenous Vernacular Schools extended over the Delhi, Lahore, and Ráwalpindi Circles, and shows, as remarked by Mr. Lewis in speaking of these and Venture Schools, "that the value of a certain measure of sound elementary education is being more widely felt among the masses of the people." There was also an increase in the Mahájaní Schools, chiefly in the Delhi Circle, and in the Umballa District, where, for the practical education of the lambardárs, under the auspices of Mr. Gladstone, a Pádha's School has been opened in every Patwárí's sub-division. The total number of Private Schools now returned is 6442 for boys, with 100,403 scholars, and 607 for girls, with 8132 scholars. As remarked last year, the mode of collecting the statistics of these schools is not such as to ensure entire reliability; but after consulting the Inspecting Officers on the point, I am not, as yet, able to suggest a more satisfactory arrangement.

Schools examined for grants.

193. Of the whole of the existing Private Schools in the Province, it is calculated that about one-fourth, or 1500, with an attendance of about 56,000, might be induced to add to their ancient, and very barren, schemes of instruction, a few of the most important elements of useful knowledge; and, for this end, grants are offered on comparatively easy terms. The following table shows the number of such schools examined for grants during the past year, the number of scholars attending them, the number of passes by the various simple standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

		1891-92.	1890-91.	Increase.	Decrease.
Number of Institutions	Indigenous Schools	340	276	64	...
	Other Schools	242	136	106	...
	Total	582	412	170	...
Number of Scholars	Indigenous Schools	13,857	10,216	3,641	...
	Other Schools	9,750	5,229	4,521	...
	Total	23,607	15,445	8,162	...
Number of passes by	First Standard	4,075	2,791	1,284	...
	Second Do.	2,392	1,576	816	...
	Third Do.	1,270	855	415	...
	Fourth Do.	768	469	299	...
	Fifth Do.	354	218	136	...
	All Standards	8,959	5,909	3,050	...
Amount of Grants earned	Attendance Grants	7,786	5,488	2,298	...
	Instruction Grants	17,980	13,063	4,917	...
	Staff Grants	12,156	8,672	3,484	...
	Total Grants	38,221	27,223	10,998	...

Increase.

194. There is, it will be observed, a marked increase under all the heads, 170 schools, with 8162 scholars, having been examined more than last year. The greatest increase was in the Jullundur Circle, with 92 extra schools and 3969 scholars, including 3 Girls' Schools, which is a promising feature. The Ráwalpindi Circle shows 40 extra schools, with 2053 scholars; the Lahore Circle, 30 schools, with 1535 scholars; and the Delhi Circle, only 8 schools, with 600 scholars, the schools having been unusually large. The Deraját Circle remains as last year in this respect. The whole number of Private Schools, now examined for grants, is 582, with 23,607 scholars, or a little over one-third of the hopeful schools, and a little under two-thirds of the scholars. The departmental influence, however, as well as the partially changed attitude of the people towards education, is causing new schools to spring up; and there would appear to remain very large possibilities in this direction. Should Girls' Schools, in the long run, be made also to increase in this way, the difficult and delicate social obstacle, which now bars the way of female education, would be, to a large extent, removed.

Effect of departmental influence.

195. Whilst there is no doubt about the good effect of the departmental influence in making the instruction and discipline of those schools more wholesome and useful, it appears that, when grants are earned, the people, as a rule, withhold their presents to the teachers, and the grants become the only means of their support. This is to be regretted; but, so long as the grants are only moderate, and there is no interference with the management of the schools, the evil will be likely to correct itself. In some places, Board and Venture Schools flourish side by side; but, occasionally, the discipline of the former is injuriously affected by the greater freedom, and exemption from fees, in the latter. On the whole, however, much good is being done by the help given to those schools; and a new spirit of enterprise has been put into them.

Chapter IX, 196.

Preparation and Distribution of Text-Books.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

	Paras.		Paras.
The Chief Agencies	196	Report of the Registrar, Education Department	202
Report of the Text-Book Committee ...	197	Secretariat books	203
Work done by the Committee	198	Book Depôt account	204
Encouragement of Literature	199	Government share of books published for the Department	205
Aid to the Department	200	Mufíd-i-'Ám Press	206
Work of the Translating Staff	201		

The Chief Agencies.

196. As explained in last year's report, the chief agencies for the preparation and distribution of the books, maps, &c., required by the Department, are the Text-Book Committee and the Mufíd-i-'Ám Press. The Text-Book Committee decides on the books, &c., required for the schools, arranges for their preparation, and, when they are approved, makes them over to the Mufíd-i 'Ám Press to be printed and published. The work of the Press is carefully overlooked by the Committee and the Department; and no publication is passed for issue to the schools, unless the paper and the printing are up to the standard prescribed, and until this is attested by the seal of the Text-Book Committee.

Report of the Text-Book Committee.

197. The report of the operations of the Text-Book Committee for the past year, with appendices, showing the books considered and approved during the year, the text-books completed or under preparation, the books recommended for School Libraries, and the additions to the Committee's Library of Reference and Museum, is printed as Appendix M.

Work done by the Committee.

198. From the report it appears that, with fewer meetings, more work was done in the way of preparing text-books than in any previous year, due chiefly to a simplified mode of procedure. Each Sub-Committee has a good tale of work to show; but this is most striking in the case of the Urdú Sub-Committee, which, in addition to nearly completing the Punjab Series of Urdú Readers, prepared three Courses of Reading for the Middle School Classes, revised an Agricultural Reader for Village Schools, issued an Urdú Edition of each of the Courses of Physical Training, and took in hand a series of Agricultural Primers for Zamíndárí Schools, the revision of the Urdú Course of Reading for Normal Schools, and the preparation of improved Urdú Copy-slips and Copy-books. The English Sub-Committee had mainly in hand the revision of the Punjab Series of English Readers; the History and Geography Sub-Committee arranged for the preparation of a series of Geographical Readers, on the model of books on the same subject recently published in England, and in accordance with a decision of the Educational Conference; and the Technical Sub-Committee dealt chiefly with the revision of the text-books in Mathematics, so as to bring them up to the level of the best models, the preparation of a Primer in Domestic Economy for Girls' Schools, and the difficult and important question of Illustrations for Vernacular Readers. The Scheme of Studies for Girls' Schools was also very carefully revised by the respective Sub-Committees.

Encouragement of Literature.

199. In addition to the above work, the Committee examined and disposed of a great number of books of different kinds submitted for patronage. The character of the Vernacular books

Preparation and Distribution of Text-Books.

submitted in this way is said to be gradually improving—a result, no doubt, partly due to the influence of the Committee; and the fact that that body has now the means, as well as the will, to reward any degree of useful merit in this way, is a guarantee that the beginnings of a sound Vernacular Literature in the Province will be duly encouraged. During the year the Committee had Rs. 3,000, from the provision for the Patronage of Literature, placed at its disposal, for the supply of useful books to schools, which these themselves could not well have been called upon to purchase; and the statement in this behalf submitted with the report is evidence of the care with which this new function has been exercised, as well as of the good likely to accrue to the schools from an increase of the best type to their books and appliances.

Aid to the Department.

200. A few changes took place in the personnel of the Committee during the year. The majority of the members, as noted in the report, actively co-operate in the work, in one way or another; and I have again to express the obligations of the Department to the Committee, and to the working members and the Secretary in particular, for valuable aid given in all matters connected with text-books and courses of study.

Work of the Translating Staff.

201. The Translating Staff consists, at present, of the 1st and 2nd Assistant Masters of the Central Training College, who, in addition to their teaching duties, have to do such literary and translating work as may be required of them. In respect of text-books, they are mainly required to overlook and revise Vernacular manuscripts before these are sent to the press; but they are also occasionally entrusted with original compilation. During the past year, besides translating all the departmental circulars, and revising the new Urdú Edition of the Punjab Education Code, with several chapters and sections of new translation, they compiled the Geography of the Rohtak District, as well as a series of Urdú Copy-books, revised and corrected the Geographies of three other Districts, together with portions of the Fifth and Eighth new Urdú Readers, and reviewed as many as eighty-nine books for the Text-Book Committee. The bulk of this work was done, as in the previous year, by Lálá Jíyá Rám, M.A., and Lálá Súraj Naráyan, the permanent incumbents.

Report of the Registrar, Education Department.

202. The report of the Registrar, Education Department, regarding the sale of books belonging to Government during the year, and of books published for the Department by the Mufid-i-'Ám Press, is printed as Appendix L. to this report.

Secretariat books.

203. The account of the Secretariat books on commission sale remains as last year, with a balance of Rs. 1,514-4 against Munshí Gulább Singh; but, since the close of the year, an account of the sales effected before the 31st of March last has been received, showing a net sum of Rs. 373-11-7 due by the Contractor, which he has been required to remit at once to the credit of Government. This transaction will appear in the accounts of the current year.

Book Depôt Account.

204. At the end of last year, there was a balance of Rs. 181-14-10 still outstanding against this account. Of this, Rs. 79-1-1 have been realised and paid into the Treasury; and I have written off the unadjusted balance against Items Irrecoverable, in order to close the account. The irrecoverable items are represented by books supplied to the compilers, books received back as worthless, and a few bad debts. Besides the above sum, the Registrar paid into the Treasury during the year, Rs. 223-5-4, made up of Rs. 149-14-10 recovered from the British Museum, Rs. 70, the price of spare copies of registration books, and Rs. 3-6-6 realised from the sale of unserviceable furniture.

134260

Preparation and Distribution of Text-Books.

Government share of books published for the Department.

205. The arrangement with the Mufid-i-'Ám Press secures to Government 10 per cent. of the price of the books sold, which is put to the credit of the Text-Book Committee to meet its expenses. At the beginning of the year, there was a balance of Rs. 1,503-3-8 due by the publisher on this account. The amount due for the year on books published is Rs. 9,463-12-7, making a total of Rs. 10,967-0-3. Of this, sums aggregating Rs. 7,704-9-4 were paid during the year, leaving a present outstanding balance against the publisher of Rs. 3,262-6-11. The very considerable rise in the income from this source has suggested to me the advisability of fixing a reasonable maximum for the Text-Book Committee; and I am now in communication with the Secretary on the subject.

Mufid-i-'Ám Press.

206. It is due to the Proprietor of the Mufid-i-'Ám Press to say that he continues to give the Department and the Managers of Schools very general satisfaction.

J. SIME,

Director of Public Instruction, Punjab.

APPENDIX A.

Appendix A.
Report on the Government College, Lahore.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1891-92.

I have the honor to submit the Annual Report of the Lahore Government College for the year 1891-92.

Staff.

1. The staff of the Government College on 31st March, 1892, was as follows :—

1. C. R. Stülpnagel, Esquire, Ph.D., Principal.
2. W. Bell, Esquire, M.A., Professor of English Language and Literature.
3. J. C. Godley, Esquire, B.A., Professor of History.
4. J. C. Oman, Esquire, Professor of Science.
5. Bábú Sashí Bhúshan Mukarjí, M.A., B.L., Professor of Mathematics.
6. Lálá Umráo Singh, M.A., Assistant Professor.
7. Mr. Golak Náth Chattarji, B.A., Assistant Professor.
8. Lálá Ruchí Rám, M.A., Assistant Professor.

Changes in the Staff.

2. The Principalship of the College during the year under report was held as follows :—

From 1st April to 23rd June, 1891, by Mr. E. S. Robertson; from 23rd June to 6th November, 1891, by myself; and from 6th November, 1891, to 31st March, 1892, by Dr. Stülpnagel. Mr. Robertson took six months' leave on medical certificate with effect from the 23rd June, 1891, and, on the expiry of his leave, resigned. During his absence Mr. Golak Náth Chattarjí officiated as Professor, and Lálá Harkishan Lál, B.A., as Assistant Professor, while I took charge of the English Classes in addition to carrying on part of the teaching in Philosophy. Dr. Stülpnagel joined the College on 6th November, 1891, as Principal and Professor of Philosophy, and on the 23rd December, 1891, Lálá Umráo Singh joined as Assistant Professor, relieving Lálá Jíyá Rám, who reverted to his substantive appointment in the Central Training College. These changes necessitated numerous changes in the time-table of the College, and few of the classes were taught uninterruptedly throughout the year by the same teachers. And since the close of the year under report, further changes have had to be made owing to the sad death of Dr. Stülpnagel, the Principal of the College.

Number and distribution of students on 31st March, 1892.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1892, and compares this year's figures with those of the corresponding period in 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class	First year	34	18	16	...
	Second year	23	21	2	...
B. A. Class ...	Third year	21	43	...	22
	Fourth year	50	26	24	...
M. A. Class		11	5	6	...
	Total	139	113	26	...

Appendix A.

Report on the Government College, Lahore.

The above statement shows an increase of 26 students over last year being an increase of 48 students in four of the classes partly balanced by a decrease of 22 students in the third year class. As any falling off at this stage is most undesirable, I need only remind you that the unusual influx of students to the third year class in 1890-91 was due to special circumstances which are not likely to recur. This explains also why no particular significance attaches to the increase in the fourth year class. The only notable features in the above statement, therefore, are the increase of numbers in the first and 5th year classes. In the former case, the increase may be due partly to the special arrangements made to give greater attention to the teaching of English at this stage, and in the latter case to the number who took up the subject of Philosophy for the M. A. degree. That there would be no difficulty in obtaining a still greater increase in these classes, were the fees less heavy, is shown by the fact that at the beginning of every session numerous applications are made from all quarters for admission under the half-fee rule.

At the close of the year there were three casual students on the rolls of the College in addition to the regular students.

The average number on the rolls during the year was 130; the average daily attendance 120; the corresponding return for 1890-91 was 113; and the average daily attendance 102. This shows the averages for the year under report to be better than those of the last year.

Direct expenditure and fees.

4. The following statement gives information as to Direct expenditure and fees for 1891-92, and compares these items with those for 1890-91 :—

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	38,349	39,412	...	1,063
Fees	10,522	9,397	1,125	...
Total ...	48,871	48,809	62	...

This statement shows the amount of Direct expenditure for the present and the past year to be about equal, the one satisfactory feature being the increase in the amount of the fees realised.

Expenditure on scholarships.

5. The following is the statement of expenditure on scholarships for 1891-92 and 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues... ...	3,227	3,597	...	370
	Municipal Funds	...	527	...	527
	University Funds	2,306	2,830	...	524
	Other sources	57	85	...	28
	Total ...	5,590	7,039	...	1,449
Number of holders of	Government and University Open Scholarships ...	28	32	...	4
	Jubilee Scholarships... ...	4	11	...	7
	Zamíndárí Scholarships ...	2	1	1	...
	Other Scholarships	1	8	...	7
	Total ...	35	52	...	17

The amount contributed from Provincial Revenues and Punjab University Funds is less than the last year; the reason probably being that a greater proportion of scholarship-holders (who are often poor) have joined institutions where the fees are lower. This and the additional circumstances elucidated by Dr. Stülpnagel when preparing material for this report—that few of the students now on our rolls stood high in the Entrance and Intermediate Examinations—would imply that a diminishing share of the best material is likely to find its way into this College—a fact which must be borne in mind in estimating the work of the institution.

I have not included (as was done last year) in the above table the amounts contributed by Municipalities and Anjumans towards the support of certain students in this College, as such contributions are in the shape of loans rather than of scholarships. The bodies who so contributed were the Amritsar and Hoshiárpur Municipalities, and the Anjuman-i-Islámia, Amritsar. In addition to these, the Ferozepore Municipality paid the amount of a scholarship for 1889-90 and 1890-91 during the present year.

The amounts received from the above sources stand as below :—

	Rs.	a.	p.
Amritsar Municipality	530	0	0
Hoshiárpur Municipality	96	0	0
Ferozepore Municipality	174	15	0
Anjuman-i-Islámia, Amritsar	262	8	0

6. The following statement gives the results of the various Arts Examinations held in 1891-92 as compared with 1890-91 :— Results of Examinations.

		1891-92.	1890-91.	Increase.	Decrease
F. A., Calcutta ...	Candidates ...	2	1	1	...
	Passes ...	2	...	2	...
Intermediate, Punjab ...	Candidates ...	23	17	6	...
	Passes ...	20	12	8	...
B. A., Punjab ...	Candidates ...	49	26	23	...
	Passes ...	22	19	3	...
M. A., Punjab ...	Candidates ...	5	2	3	...
	Passes ...	2	2	...	...

It appears from the above statement that, compared with last year, the number of candidates sent up for examination has risen from 46 to 79, and the number of passes from 33 to 46. For each separate examination, the number of candidates and passes has risen, except in the M. A. Examination, where the number of passes is the same.

For the M. A. Examination five candidates were sent up—four in Philosophy and one in Physics and Chemistry. The latter, who had had two years' careful tuition from Professor Oman, passed. Of the former, who had had less than 12 months' tuition, one passed, and he had been on the rolls of the College for a few months only. Dr. Stülpnagel was reluctant to allow him to appear; and I do not, therefore, view his success with any satisfaction, more especially as he had not completed the course of reading, and knew nothing of one of the chief parts of the course, namely, the text-book on Kant. The failure of the other candidates is a salutary lesson to those students who think that the M. A. Exami-

Appendix A.

Report on the Government College, Lahore.

nation may be passed without special effort after less than one year's reading: one of them failed in three papers, one in two papers, and one in the aggregate. In my opinion, therefore, the M. A. results of this year are satisfactory in that the only genuine College student that had worked for two sessions passed.

For the B. A. Examination 49 candidates were sent up, of whom 22 passed; 14 of these were placed in the 2nd Division, and 8 in the 3rd Division. One candidate was absent. This class was unusually large, and was so weak that at a meeting of the College Council I urged that many of those who had done very badly in my house examinations should not be presented. The Intermediate Examination of 1890 was a very easy one, and it was inevitable that many who were then allowed to go on to study for the degree would fail two years later. This is one of the evil consequences of fluctuating standards of examinations, of which the candidates, could they realise what is best for their own interests, would justly complain; and I regret that the Intermediate Examination of this year has again been so easy as to forebode similar consequences in 1894. My conclusion, therefore, is, that many failed in the recent B. A. Examination because they were unfit to profit by the B. A. course of study; but the failure of several of our best students I attribute chiefly to the nature of one of the examination papers in English, which was not in accordance with the requirements of the Punjab University in particular, nor of sound principles of examination in general.

I am glad to be able to report that of the twelve medals, scholarships, and special prizes awarded annually at the University Convocation on the results of the M. A. and B. A. Examinations, eight have been won by our students, namely, the Arnold Gold Medal (first in the M. A. Examination); the Alwar Gold Medal (first in Sanskrit); Patiála-Sime Gold Medal (first in English); Maclagan Gold Medal (first in Science); the Aitchison-Rám Rattan Sanskrit Scholarship (first in Sanskrit); the two prizes in Philosophy (first in M. A. and B. A. Examinations); and the Science Institute prize (first in Science). This is one of the most satisfactory features of our report.

In the Intermediate Examination 23 candidates were sent up, of whom 20 passed. Of these 7 (out of a total of 11) were placed in the 1st Division (three of them heading the list), 8 in the 2nd Division, and 5 in the 3rd. The excellence of these results is, as I have said, no matter for congratulation except in so far as the order of merit is very creditable to this College. One of our candidates stands first in the Province both in English and Science, and another is first in Mathematics.

Results of Examinations.

7. The following statement compares the results of examinations in each subject with the results for 1890-91:—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1891-92 ...	23	5	5	16	23	...	11	...	...	9
		1890-91	17	2	4	12	17	...	16	1	...	10
		Increase ...	6	3	1	4	6	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	5	1	...	1
	Passes ...	1891-92 ...	23	5	4	14	21	...	9	...	...	9
		1890-91 ...	17	2	1	10	16	...	14	1	...	8
		Increase ...	6	3	3	4	5	...	...	...	...	1
		Decrease ...	...	...	...	...	...	...	5	1	...	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT—*concluded.*

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
B. A. Examination.	Candidates ...	1891-92	...	49	3	3	24	19	*3	30	7	...	9
		1890-91	...	26	5	2	22	8	3	16	5	...	3
		Increase	...	23	...	1	2	11	...	14	2	...	6
		Decrease	...	...	2	...	...	...	...	...	...	...	...
	Passes ...	1891-92	...	33	2	3	17	7	2	21	6	...	8
		1890-91	...	22	5	1	22	5	2	14	5	...	3
		Increase	...	11	...	2	...	2	...	7	1	...	5
		Decrease	...	...	3	...	5	...	...	...	...	...	...
M. A. Examination.	Candidates ...	1891-92	...	...	...	...	...	...	...	4	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	4	...	...	1
		Decrease	...	1	...	...	...	1	...	...	...	...	...
	Passes ...	1891-92	...	...	...	...	...	...	...	1	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	1	...	...	1
		Decrease	...	1	...	...	...	1	...	...	...	...	...

* One absent.

It will be seen from the above table that in the B. A. Examination there have been a great falling off in Mathematics (A Course), for which I find it difficult to account. The teacher of the subject contended that the paper was not in accordance with the regulations—a contention which I supported before the Board of Studies. In English there is no basis of comparison with the previous year owing to the nature of the examination; but it is satisfactory to know that the percentage of passes in that subject from this institution was higher than that of any other large batch of candidates trained elsewhere. For the second time in succession, there has been no failure in English in the Intermediate Examination—a result which is creditable to Professor Godley. And the fact that there is only one failure in Science out of 19 candidates for all examinations is equally creditable to Professor Oman and his Assistant. The results in the Oriental Languages are also, on the whole, very satisfactory, especially in Sanskrit, and the good results in Mathematics (B Course) and Intermediate deserve notice.

Physical training and games, College Debating Club.

8. The amount realised during the year on account of subscription to the College Union Club amounted to Rs. 324-8-0, against Rs. 307 for 1890-91. The amount was further supplemented by contributions from Professors of the College, and was spent, as usual, on the purchase of periodicals for the Reading-Room and of Gymnastic and Cricket apparatus. The students held interesting debates in connection with the Club throughout the year. Cricket was also played actively throughout the cold season, and it is hoped that during the present session we shall be able to have cricket, tennis, and football within the grounds of the College. Proposals have also been made to supply the Reading-Room with more useful periodicals on behalf of Government than those now read.

Boarding House.

9. The new Boarding House on the College premises was occupied immediately after the summer vacation of 1891. Proposals were made for the revision of the expenditure of Rs. 110 per mensem hitherto sanctioned for the Boarding House, as well as for a grant of furniture for the house.

Appendix A. Report on the Government College, Lahore.

Rupees 850 were sanctioned for the new furniture, and a sum of Rs. 92 per mensem in place of the previous Rs. 110 per mensem was also sanctioned. Owing to the grounds not being in order, nothing was spent on the garden out of the Rs. 92 per mensem sanctioned, and a saving of Rs. 22 per mensem accrued to Government. It is expected, however, that a Máli, Coolie, &c., will soon be engaged for the garden. The Librarian of the College was temporarily appointed Superintendent of the new Boarding House with effect from 1st December, 1891. New rules for the Boarding House were drawn up by Dr. Stülpnagel. At the close of the year, we had in residence, in the new Boarding House, 78 students. From December, 1891, to end of March, 1892, the collection from Boarding House fees at the rate of Re. 1 per mensem amounted to Rs. 307-9-0, and the expenditure on cooks and kahárs, Rs. 232-14-6, leaving a balance of Rs. 74-10-6 in hand to be spent on Boarding House requirements.

The Presbyterian Church within the College grounds has been vacated, and plans for its conversion into a Gymnasium have been passed; the levelling of the grounds, the provision of baths, and the preparation of a residence for the Principal are also at present in the hands of the Public Works Department.

Conduct of the students, Evening Lectures.

10. The conduct of the students throughout the year has been good. Evening Lectures were delivered during the cold season by Dr. Stülpnagel, Dr. Grant, and Messrs. P. C. Chattarji, Cope, Oman and Sashí Bhúshan Mukarjí, and the subjects treated by these gentlemen were "The Secrets of Success," "Life and Work of Newton," "Asoka and his Edicts," "Life of General Gordon," "Electric discharges in partial and high "Vacua," and "Centrifugal Force." All the lectures were well attended.

Library and Reading Room.

11. The College Library and the Reading Room have been removed to the room hitherto occupied by the Principal. Books of the value of Rs. 116 were ordered during the year.

12. I have, in conclusion, to express my sense of the loss which the College, both staff and students, has suffered through the death of Dr. Stülpnagel, whose ripe experience had just been brought to bear upon the College. Through this deplorable event it has fallen to me to submit the report of a somewhat chequered year's work, which has made special demands upon the efforts of a willing and energetic staff.

APPENDIX B.

Appendix B.
Report on the St. Stephen's Mission College, Delhi.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1891-92.

Staff.

1. Several important changes took place during the past year. Mr. Wright went home on furlough in April; his work was partly taken up by the Rev. A. C. Maitland, M.A., of the S. P. G. Mission. In December Rev. F. Sandford, B.A., of St. John's College, Cambridge, joined the Cambridge Mission, and began work as Professor of English in the College. Bábú N. K. Datt, B.A., having accepted a post in the Government College, Benares, his place was taken by Professor Mukarjí. A Christian M. A. from Madras, named J. S. Martin, has been appointed Professor of Physical Science. Mr. Datt's services as Professor of Mathematics deserve honourable mention. He was an able and conscientious worker. The esteem in which he was held by the students was shown by the public dinner given in his honour just before he left, and the testimonial presented to him on the occasion.

Number and distribution of students.

2. The following table gives the number and distribution of students at the close of the year as compared with those for 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class	First year ...	20	20	...	...
	Second year ...	20	15	5	...
B. A. Class ...	Third year ...	6	7	...	1
	Fourth year ...	6	2	4	...
	Total	52	44	8	...

The average number of students on the rolls was 53, and the average daily attendance was 49, as compared with 45 and 41, respectively, for the previous year.

The distribution of students as regards race and religion was as follows :—

Christians	2
Hindús	44
Muhammadans	6
	52

Expenditure.

3. The following table gives the details of expenditure for the past year as compared with that in 1890-91 :—

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	3,143	3,169	...	26
Endowments and other sources ...	7,682	7,589	93	...
Total	17,425	17,358	67	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

The amount spent on the College Library was Rs. 481.

The number of students on half fees during the year was five. As there are no grades in the College fees, and the high rate to which they have risen deters many even in the well-to-do classes from continuing their studies, I should be glad if some further concession could be made in the reduction of fees for poor students, say, to a limit of ten *per cent.* This would enable us to meet nearly all the really deserving cases that arise in any one year.

Scholarships.

4. The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed:—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs
EXPENDITURE.	Provincial Revenues	874	224	650	...
	Municipal Funds	8	96	...	88
	University Funds...	156	144	12	...
	Other sources	115	434	...	319
	Total ...	1,153	898	255	...
NUMBER OF HOLDERS OF	Government and University open scholarships	5	4	1	...
	Jubilee scholarships	1	1	...	...
	Zamíndárí scholarships ...	2	...	2	...
	Total ...	8	5	3	...

The number of students who received stipends from the Mission during their second year was three, and the amount expended on them was Rs. 141. They are not shown in the returns this year, as, though awarded for merit, they are only given to exceptionally poor students, and only during the second or fourth year of their course.

The results of the B. A. Examination were equal to those attained by other Colleges in the Province; and though 2 students, who failed only by a few marks in their Oriental subject, were unusually good in this subject, yet we have no reason to be dissatisfied with the result.

The same is not the case with the result of the Intermediate Examination. We have every reason to be dissatisfied with a result which exceeds even the proverbial uncertainty of examinations. That in a year in which all the students of a College pass in Mathematics, and all but one pass in English, 7 should fail in Sanskrit, 4 of whom were far above the usual average sent up by us, is certainly provoking, and when regard is had to the character of the examination, it forces on one the conclusion that there is something eminently unsatisfactory in the method in which the study of Sanskrit is being conducted in our University at the present time. I feel bound to give expression to the conviction that the efforts made to promote it will, unless modified, tend to discourage, and at last suppress it altogether. There are two ways in which those who take up Sanskrit are at present seriously handicapped in their course, as compared with those who take up Persian and Arabic:— (1). The standard exacted in looking over the papers is very much higher than that which is applied in the case of the two other languages. This is especially the case as regards the Intermediate course. Not only are critical and literary questions introduced, to which there is nothing corresponding in the papers set in the other courses; but, owing to the choice of Bombay Examiners, accustomed to a much wider and fuller knowledge of the language, and a much greater power of translating into English, the actual standard of proficiency expected is, as I have said, much more advanced than that looked for in the case of Persian and Arabic. Add to this that a Manual of Logic has been introduced, which can only be taught on Oriental lines, while the questioners evidently expect that the candidate shall have studied the book in western fashion, and a case of unusual hardness and inequality is, I think, made out. The Punjab has never been famous as a home for the study of Sanskrit. It is to a great extent an exotic, and exotics require tender and considerate treatment if they are to flourish and take root. (2) The courses prescribed in Sanskrit change almost entirely each year.

In the Intermediate only Taska Sangraha remains unchanged, and those who have failed and wish to take up Sanskrit again will have to get up, as best they can, pretty nearly a two years' course in half the time. This at least is an injustice, which ought, in my opinion, to be speedily removed. In Arabic and Persian the courses remain from year to year unchanged. Perhaps they should not do so, but that does not alter the unfairness of the present arrangement. The result is what might be expected of those who have failed. All who can will abandon Sanskrit and fall back on Persian as the lesser of two evils, and I find it impossible to attempt to dissuade them from doing so. I yield to none in the desire to see the study of Sanskrit developed in this Province on sound and rational lines, European and Eastern methods being, so far as possible, allowed to work together and help each other. But there must be due regard to fairness and the interests of students who at present are but the *corpus vile* on which the *experimentum* is being ruthlessly applied.

I trust that the recent adverse vote in the Senate of the University will not be allowed to dispose for good of the question whether we can have Moderators for, at any rate, the lower examinations, without endangering our recovered reputation for fairly and honestly conducted examinations. If most other Indian Universities find the system at once necessary and practicable, there can be no reason in the nature of the case why we should acquiesce in the decision that it is neither necessary nor practicable. Almost all the *fiascos* which attend our examinations are traceable to this one cause—want of moderation. If the Board of Studies were somewhat more drastic and insistent in their procedure, much might even now be effected; and if further their powers could be further extended so as to include the right to have the answer papers in any subject re-examined, with a view to ascertaining how far the standard of examining applied has been a fair one or the work conscientiously done in cases where there is doubt on either of these points, the ground for dissatisfaction, at the present state of things, would still further be removed. At present, it seems to me the Board is inclined to be too indulgent to the feelings of the Examiner. If an Examiner is annoyed at finding his results challenged or modified, it is always competent for him to decline to examine again, and perhaps the University would not always find it necessary to regret his doing so.

5. The following table shows the results of the examinations held in 1892, as compared with the results of the preceding year :— Results of Examinations.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	20	15	5	...
	Passes ...	10	8	2	...
B. A., Punjab ...	Candidates ...	6	2	4	...
	Passes ...	3	2	1	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1891-92 ...	20	2	8	10	20	...	12	...	...	8
		1890-91 ...	15	1	3	11	15	...	14	2	...	8
		Increase ...	5	1	5	...	5	...	...	...	...	...
		Decrease ...	...	...	...	1	...	...	2	2	...	...
	Passes ...	1891-92 ...	19	1	1	8	20	...	9	...	...	7
		1890-91 ...	13	1	2	10	10	...	14	2	...	7
		Increase ...	6	...	...	...	10	...	...	...	...	...
		Decrease ...	...	...	1	2	...	...	5	2	...	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

RESULTS OF EXAMINATIONS IN EACH SUBJECT—*concld.*

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
B. A. Examination.	Candidates	1891-92	6	...	2	3	3	...	...	3	...	1
		1890-91	2	...	1	1	...	...	1	1	...	...
		Increase	4	...	1	2	3	...	...	2	...	1
		Decrease	...	...	...	...	...	...	1	...	...	...
	Passes	1891-92	5	...	1	2	2	...	...	3	...	1
		1890-91	2	...	1	1	...	...	1	1	...	...
		Increase	3	...	...	1	2	...	...	2	...	1
		Decrease	...	...	...	...	...	...	1	...	...	...

Physical training and games.

6. By kind permission of the Municipal Committee we were allowed, on vacating the buildings rented for the College, to set up a Gymnasium in the Queen's Gardens, and the change is in every way an advantageous one, though the College students profess to be ashamed of performing their athletic feats in such a public place, and do not take kindly to the change. I should be unwilling to give in to such an unmeaning whim; but if, despite one's arguments, it is found that they continue to object to the present site, I may find it necessary to have a separate Gymnasium erected for them in the new College compound.

Boarding House.

7. The new Boarding House has been opened, and the students are comfortably settled in it. Only a small portion of the design has at present been carried, and we have only room for about 20 students. But it is hardly likely that the number of boarders will, for the present, exceed the accommodation, and I must hope that by the time enlargement is called for, funds will be forthcoming to enable us to complete the building. During the past year the number has been on the average about eight. The conduct of all has been uniformly good. Professor Rudra has been appointed Superintendent. He lives in a small *kothi*, which has been built on ground adjoining the Boarding House.

Conduct of the students.

8. I have only to repeat the brief report of last year that the behaviour of the students has been excellent. Applications for extended leave on the score of marriages, &c., are a difficult problem, and I am beginning to think that much greater strictness will soon have to be exercised in granting such leave than has hitherto been advisable or indeed practicable. As education advances and the true idea of study is more realised, it ought one feels to be taken as a matter of course that leave for more than a day or so at a time, except in most urgent cases, ought neither to be applied for, nor granted.

Moral instruction.

9. Besides the regular religious instruction, frequent lectures and addresses have been given to the students, many of them by visitors, who are more and more being indented on for this purpose. The other auxiliary classes have been continued as indicated in my last report.

Library.

10. The number of books taken out during the year was 490. This is exclusive of those taken out of the Club and Government School Libraries. Of these, the former continue to be very popular.

Progress.

11. The opening of the new College has been the chief event in the past year's record of progress. So far as can be judged, it quite fulfils the expectations raised as to accommodation and convenience. The only drawback we have met with yet is that there is a great deal of echo in the class rooms. We hope to remedy this in time, but it will force us to have the ceilings covered with canvas *chhats*, which will disfigure the appearance of the rooms a good deal. The satisfaction derived from having at length a building adapted in all respects to our educational wants is, I need hardly say, heavily discounted by the fact that we still have a very large sum to pay off before the building is clear of the debt which I had to announce on the occasion of the opening by Sir James Lyall in December last. The debt amounts to nearly Rs. 10,000; and

though by the kindness of friends out here and at home we have been able to meet all actual charges on the building, it will be long, I fear, before the deficit itself can be finally made up. As soon as the accounts have been audited and the actual sum required is ascertained, I shall put forth a supplementary appeal, and trust that help will then be forthcoming to help us in our need.

General Remarks.

12. Two new donors of prizes have come forward during the past year :—One Lálá Hakúmat Rái, the father of two of our students, has founded two Silver Medals of the value of Rs. 10 and Rs. 20 for the highest pass in the Entrance and B. A. Examinations respectively. The other donor is Lálá Damodar Dás, B. A., Extra Assistant Commissioner, an old student, who has made known his intention of founding a prize of Rs. 20, to be awarded annually to the student who stands first in the College in English. These prizes are valuable as affording testimony in the one case to the value attached by a parent to the education imparted in the College, and in the other to the grateful interest entertained for his *Alma mater* by a former student. They contrast favourably with the general apathy which still, I regret to say, characterizes the *rais* of Delhi. I can only hope that such examples will serve to stimulate others to a sense of their lamentable want of public spirit in educational matters.

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1891-92.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1892, as compared with those of the corresponding date last year :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year ...	45	44	1	...
	Second year...	48	49	...	1
B. A. Class ...	Third year ...	31	25	6	...
	Fourth year ..	29	16	13	...
	Total ...	153	134	19	...

Expenditure.

2. The following table gives the details of expenditure for the past year, as compared with that of 1890-91 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs. a. p.
Provincial Revenues	3,600	3,600	...	...
Fees	7,853	5,927	1,926	...
Subscriptions	10,759	12,334	...	1,575
Total ...	22,212	21,861	351	...

Scholarships.

3. The following table shows the number of Scholarship-holders and the sources from which their scholarships were defrayed :—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	4,466	4,158	308	...
	Municipal Funds	851	820	31	...
	University Funds	688	612	76	...
	Other sources	247	240	7	...
	Total ...	6,252	5,830	422	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships ...	24	22	2	...
	Jubilee Scholarships	9	8	1	...
	Other Scholarships	15	12	3	...
	Total ...	48	42	6	...

Results of Examinations.

The following table shows the results of the examinations held in 1892, as compared with the results of the preceding year :—

		1891-92.	1890-91.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	2	1	1	...
	Passes ...	1	...	1	...
B. A., Calcutta ...	Candidates ...	...	1	...	1
	Passes ...	...	...	...	...
Intermediate, Punjab University.	Candidates ...	44	47	...	3
	Passes ...	37	30	7	...
B. A., Punjab University.	Candidates ...	26	16	10	...
	Passes ...	13	10	3	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

Appendix C.

Report on the Mission College, Lahore.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. Intermediate.	F. A. and Intermediate Candidates.	1891-92 ...	44	5	9	30	44	32	1	...	12
		1890-91 ...	47	11	12	34	47	28	1	...	18
		Increase ...	...	...	...	...	...	4	...	...	...
		Decrease ...	3	6	3	4	3	...	...	...	6
	Passes ...	1891-92 ...	42	4	7	30	41	29	1	...	9
		1890-91 ...	45	8	9	27	39	24	1	...	7
		Increase ...	...	...	...	3	2	5	...	...	2
		Decrease ...	3	4	2	...	...	...	...	...	...
B. A. Examination.	B. A. Candidates ...	1891-92 ...	26	3	4	13	8	7	8	2	...
		1890-91 ...	16	2	7	8	11	8	5	...	2
		Increase ...	10	1	...	5	...	...	3	2	...
		Decrease ...	...	...	3	...	3	1	...	...	3
	Passes ...	1891-92 ...	15	3	1	12	6	6	8	2	...
		1890-91 ...	14	2	4	8	9	7	5	...	1
		Increase ...	1	1	...	4	...	...	3	2	...
		Decrease ...	...	...	3	...	3	1	...	...	1

Attendance.

5. There has been an increase in the number of students in attendance, the enrollment at the close of the year being 153, as against 134 in 1890-91. This gain has been in the B. A. Class. At the opening of the year the services of one of our own graduates were secured as Assistant Professor of Mathematics.

Results of Examinations.

6. The success of our students in the University Examinations has been fairly satisfactory, though we were much disappointed over the failure of some two or three of our B. A. candidates, who were regarded as among the ablest and best prepared men of the class.

Of the thirteen successful men, one took the first place in the Province, standing alone in the First Division; eight were assigned to the Second Division; and four to the Third. Three of the above have earned scholarships.

In the Intermediate Examination, there were 37 passes out of 44, of whom 4 stood in the First, and in the Second Division 25. Four of these are entitled to scholarships. The Aitchison-Rám Rattan Sanskrit Scholarship has been again won by a student of our Intermediate Class.

The results of the University Examinations this year seem to me to emphasize even more strongly than those of last year the importance of some such adjustment of the Classical languages as may serve to remove the causes which prevent students from taking up Sanskrit and Arabic.

Physical Training.

7. Tennis, Cricket and Football have been encouraged to the utmost of our ability, and such recreation has been much more popular this year than formerly. All students living in the Boarding Houses are required to engage in some form of physical exercise each day.

In the case of students living in the city we are obliged to leave the matter in their own hands.

Boarding Houses.

8. The lack of sufficient accommodation in our Boarding Houses has been felt even more than last year. The building, situated at some little distance from the College, referred to in our last report, is still utilized as quarters for those for whom space cannot be found in the College Boarding Houses. For Christian students ample accommodation is provided in the Kennedy Hall, near the College.

Report on the Mission College, Lahore.

Conduct.

9. The conduct of the students has been uniformly good. In no case has it been necessary to inflict the penalty of suspension or expulsion. The chief offence, and almost the only one calling for the exercise of discipline, has been that of individual instances of indolence or indifference to the rules, which insist upon regularity in attendance and diligence in study.

Moral and religious instruction.

10. As in former years, frequent lectures on moral and religious subjects have been delivered by members of the staff and by others.

One period of every day is devoted to religious teaching and discussion, and the students are encouraged to examine for themselves those great questions which we regard as of the utmost importance in their bearing upon the character and life of the individual.

Literary Societies.

11. In the Literary Societies the students are afforded a field for the practice of English speaking. Attendance upon the sessions of these Societies is compulsory. The contests in Essay, Debate, and Oration, introduced last year, have been continued, and with the most satisfactory results.

Library.

12. Our Library has grown but little during the year; but the books which it contains have been more largely used by the students than in any previous year.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

In addition to the Colleges providing instruction for Degree Examinations, there are, as last year, two Colleges preparing students for the Intermediate Examination, with which alone my report is concerned. These are the Daya Nand Anglo-Vedic College at Lahore and the Municipal Board College at Amritsar.

(*a*). In the former of these, the numbers have risen from 61 to 89, showing an increase of 28 in this still growing institution. In the latter, there has been an increase of 2, from 21 to 23, a slight fluctuation, which does not foreshadow any steady increase. The following table exhibits the combined figures, with the distribution of the students in the two classes :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year	54	49	5	...
	Second year	58	33	25	...
Total		112	82	30	...

(*b*). The tabular statement of expenditure on Establishment and Contingencies given below shows an increased expenditure of Rs. 810, made up of Rs. 730 on the Daya Nand and Rs. 80 on the Amritsar College; but in the latter case the expenditure from Municipal Funds has decreased by Rs. 90. In the case of the Daya Nand College, there is an indirect expenditure of Rs. 1,347, apart from a small sum under the head of Municipal Scholarships. Of this, Rs. 848 were spent on furniture and apparatus, and the remainder on the maintenance of a Boarding House, in which the boarders (36 in number) pay a small fee of 8 annas per mensem.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	3,909	3,999	...	90
Fees	3,250	2,460	790	...
Subscriptions	1,223	1,204	19	...
Endowments and other sources	436	345	91	...
Total	8,818	8,008	810	...

(*c*). Fees in the Daya Nand Institution have increased by about Rs. 620, meeting the increased expenditure by all but Rs. 110, which has been made up from subscriptions and other sources, as shown in the tabular statement. In the Amritsar College the fees have increased by Rs. 170, and are still levied at the rates sanctioned for Grant-in-aid Colleges.

Appendix D. — Report on the Lahore Circle.

(*d*). The following statement of scholarships shows an increase of 2 Government and University Open Scholarships, 1 Zamíndári and 6 other Scholarships; while one Jubilee Scholarship has been held in these institutions instead of two last year:—

STATEMENT OF SCHOLARSHIPS.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	531	307	224	...
	District Funds	30	...	30	...
	Municipal Funds	309	35	274	...
	Other sources	24	...	24	...
	Total	894	342	552	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships.	7	1	6	...
	Jubilee Scholarships	1	2	...	1
	Zamíndári Scholarships	1	...	1	...
	Other Scholarships	3	1	2	...
	Total	12	4	8	...

Of the 12 scholarships, 4 are held in the Daya Nand and 8 in the Amritsar College, the numbers last year being 0 and 4, respectively. The 4 held in the Daya Nand College are all Close Scholarships. At Amritsar, there are three Open Scholarships (against one last year). This shows that some of the most successful students, who gain scholarships, are being attracted by the growing reputation and the smaller fees of these institutions.

There are two loan Municipal Scholarships (of Rs. 8 and Rs. 5 per mensem) held at Amritsar; but the Municipal Committee have undertaken to award no more of them. There is also a small so-called scholarship of Rs. 2 given by the Anjuman-i-Islamiya to a Jubilee Scholarship-holder of Rs. 8.

(*e*). In the Intermediate Examination the Daya Nand Anglo-Vedic College passed 39 candidates out of 48 (30 in Division II, and 9 in Division III. From Amritsar, 6 passed out of 10 (*vide* Table of Results of Examinations given below). Both Colleges claim credit in addition for the success of certain so-called private students, who have, as a matter of fact, received their instruction largely within their walls.

RESULTS OF EXAMINATIONS.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates	58	33	25	...
	Passes ...	45	16	29	...

The following table, which gives the results in each subject, shows diminished success in English and Mathematics; but the results in Persian, Sanskrit, Science, History, and Political Economy are better than in the previous year :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. OR INTERMEDIATE EXAMINATION.	Candidates	1891-92	58	...	11	47	58	...	45	4	...	9
		1890-91	33	1	7	27	33	...	30	5	...	4
		Increase	25	...	4	20	25	...	15	...	...	5
		Decrease	...	1	...	...	...	...	...	1	...	...
	Passes	1891-92	54	...	9	39	54	...	42	4	...	9
		1890-91	31	...	1	19	31	...	23	3	...	1
		Increase	23	...	8	20	23	...	19	1	...	8
		Decrease	...	...	...	...	...	...	...	...	...	...

(*f*). At the Daya Nand College nothing has been done in the way of Physical training. At Amritsar the College students play lawn tennis in preference to cricket. It is a pity that they should be at all separated (as they appear to be) from the School Cricket Club, so as to have to make up an eleven of their own: they are not numerous enough for this.

(*g*). The Daya Nand Anglo-Vedic Boarding House, as already stated, accommodates 36 boarders. In Amritsar the School Boarding House is available for College students, of whom, however, there is only one residing there.

(*h*). The conduct of the students has been satisfactory. There has not been any definite moral instruction provided, nor is the existence of Debating Societies reported.

(*i*). From the facts here reported, it is evident that there has been considerable progress during the year, particularly in the Unaided Daya Nand College. It is an encouraging sign of the times to see our educated young men, who are here employed as lecturers, finding so useful an outlet for their energies in fields opened to them entirely by the private enterprise of native gentlemen; and I welcome their co-operation in the higher educational work of the Circle with complete satisfaction, feeling sure that they are doing their best, and that they are meeting with a sufficient measure of success to reward them for their labours, and to encourage them in their continuance. It is sometimes made a matter of complaint that our native graduates depend so much upon obtaining employment under Government, and that if they fail in this, they have no enterprize to use their educated faculties to their own profit, or for the good of their country. But in educational work, the reproach is not justified, and they are, no doubt, actuated by the conviction that they cannot serve their country better than by helping its intellectual advancement.

Appendix E.

Report on the Rawalpindi Circle.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

SCOTCH MISSION COLLEGE, SIALKOT.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year ...	...	6	...	6
	Second year ...	6	10	...	4
	Total ...	6	16	...	10

The only College in the Circle is at Siálkot, belonging to the Scotch Mission, and it teaches up to the Intermediate standard. Against 16 students at the end of last year (first year 6, second year 10), there were only six at the end of this year, and all these belonged to the second year. Only two students joined the first-year class at the beginning of this year, and they went away to Lahore soon after.

The cause of the small number is attributed to the fees being so high.

(*b*).—EXPENDITURE.

The amount of expenditure from District and Municipal Funds is more than double what it was last year, and nothing is spent from Provincial Revenues.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	350	225	125	...
Municipal Funds	300	200	100	...
Fees	284	434	...	150
Endowments and other sources	5,726	5,966	...	240
Total ...	6,660	6,825	...	165

(*c*).—FEES.

Fees are levied according to the Code, and the income for the year on account of the reduction in the number of students has fallen from Rs. 434 to Rs. 284, or nearly 35 per cent.

(*d*).—SCHOLARSHIPS.

The number of scholarships has been reduced during the year from three to two, and the expenditure on them has fallen by 45 per cent.

STATEMENT OF SCHOLARSHIPS.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	200	88	112	...
	University Funds	...	276	...	276
	Total ...	200	364	...	~~164~~ 164
Number of Holders of	Government and University Open Scholarships	1	2	...	1
	Jubilee Scholarships	1	1	...	...
	Total ...	2	3	...	1

(*e*).—RESULTS OF EXAMINATIONS.

The results of the two F. A. Examinations, at which candidates appeared since the opening of these College Classes, were good, *viz.*, 4 passes in 6 candidates this year, and 7 in 10, respectively, last year.

RESULTS OF EXAMINATIONS.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	6	10	...	4
	Passes ...	4	7	...	3

(*f*).—PHYSICAL TRAINING, GAMES, &c.

These are carried on with the scholars in the School to which the College Classes are attached.

(*g*).—BOARDING HOUSES.

Those in which the boarders of the attached School live.

(*h*).—CONDUCT, &c.

Conduct good. The Bible is taught. There is no Debating Society attached.

(*i*).—GENERAL PROGRESS DURING THE YEAR.

Results of F. A. Examination good. Number of students greatly reduced. First-year class extinct almost the whole year.

Appendix F.

Report on the Oriental College, Lahore.

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1891-92.

The actual expenditure on the Oriental College during the year 1891-92 has been as follows :—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies ...	20,781	7	10	4,907	3	3	25,688	11	1
Scholarships, &c.	5,856	6	10	627	10	4	6,484	1	2
Total ...	26,637	14	8	5,534	13	7	32,172	12	3

Being an increase of Rs. 12-4-11 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	466	15	0
In the School Department	47	4	0
Total ...	514	3	0
Miscellaneous Receipts.			
Savings from Stipends	25	5	3
GRAND TOTAL ...	539	8	3

NUMBER OF SCHOLARS ON THE ROLL ON 31st MARCH, 1892.

COLLEGE DEPARTMENT.

Reading for Degrees—

For the M. A. Degree in Sanskrit	1
„ M. O. L. Degree in Arabic	2
„ B. O. L. Degree in Urdú	5
Total ...	8

Reading for the Intermediate Examinations—

For the Intermediate Examination in Urdú	7
Ditto ditto Hindí	1
Total ...	8

Reading for the Oriental Examinations—

For the Shástrí or Honors in Sanskrit	5
Do. Vishárada or High Proficiency in Sanskrit ...	8
Do. Maulví Fázil or Honors in Arabic	15
Do. do. 'Alim or High Proficiency in Arabic ...	9
Do. Munshí Fázil or Honors in Persian	6
Do. do. 'Alim or High Proficiency in Persian ...	6
Do. High Proficiency and Honors in Gurmukhí ...	7
Total ...	56
The total number of students in the College Department ...	72

SCHOOL DEPARTMENT.

Reading for the Entrance Examinations—

For the Entrance Examination in Urdú	11
Ditto ditto Hindí	3
Total ...	14

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit		22
Ditto Arabic		8
Ditto Persian...		7
Ditto Gurmukhí		5
Total ...		42
The total number of students, in the School Department ...		56

The number of students, divided according to race or creed, reading for each course on 31st March, 1892, was as follows :—

Courses.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees, M. A. Course	...	1	...	...	1
„ „ „ M. O. L. Course	...	...	2	...	2
„ „ „ B. O. L. „	...	...	3	2	5
„ „ the Intermediate Examination	...	3	3	2	8
„ „ Honors in Sanskrit	...	5	...	...	5
„ „ High Proficiency in Sanskrit...	...	8	...	...	8
„ „ Honors in Arabic	...	...	15	...	15
„ „ High Proficiency in Arabic	...	...	9	...	9
„ „ Honors in Persian	...	...	6	...	6
„ „ High Proficiency in Persian	...	1	5	...	6
„ „ Honors in Gurmukhí	...	...	..	3	3
„ „ High Proficiency in Gurmukhí	...	1	...	3	4
Total College Department ...	...	19	43	10	72
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty	...	3	10	1	14
„ „ Prajna or Proficiency in Sanskrit ...	...	22	...	...	22
„ „ Maulaví „ in Arabic	...	...	8	...	8
„ „ Munshí „ in Persian... ...	...	...	6	1	7
„ „ Buddhiman „ in Gurmukhí ...	...	...	...	5	5
Total School Department ...	...	25	24	7	56

The number of scholarship-holders and stipendiaries on 31st March, 1892, and the average expenditure per student were as follows :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders ...	8	11·08
University ditto ...	17	8·6
Endowed or Special* ditto ...	9	9·6
Stipendiaries	26	3·2
Getting no scholarship or stipend ...	13	
Total ...	73 †	
School Department.		
University scholarship-holders	4	6·8
Endowed or Special ditto	2	1·6
Stipendiaries	10	2·1
Getting no scholarship or stipend ...	40	
Total ...	56	

* Includes the Bahawalpur Arabic Scholar, who did not belong to any of the College Classes.

† *See* note above.

Appendix F.

Report on the Oriental College, Lahore.

The following table shows the number of students of each class who went up for the University Examinations in 1892 and of those who passed :—

Classes.			Number on the roll on 31st March, 1892.	Went up for Examination.	Number passed.	Percentage of passed students.	Remarks.
1			2	3	4	5	6
Arts ...	Entrance 2nd year	Hindí ...	1	1	...	...	
		Urdú ...	5	5	2	40	
	Intermediate, 2nd year ...	...	5	5	5	100	
	B. O. L., 2nd year ...	...	2	2	1	50	
	M. O. L., 2nd year ...	...	1	1	1	100	
Sanskrit	Proficiency, 2nd year ...	...	8	8	5	62	
	High Proficiency, 2nd year	...	3	3	2	66	
	Honors, 2nd year ...	...	3	3	3	100	
Arabic ...	Proficiency, 2nd year ...	...	3	3	3	100	
	High Proficiency, 2nd year	...	5	5	5	100	
	Honors, 2nd year ...	...	5	5	5	100	
Persian ...	Proficiency, 2nd year ...	...	5	5	3	60	
	High Proficiency, 2nd year	..	3	3	3	100	
	Honors, 2nd year ...	...	3	3	3	100	
Gurmukhi	Proficiency	...	2	1	1	100	
	High Proficiency	...	4	4	3	75	
	Honors in Gurmukhí ...	...	3	...	....	...	
	Total	...	61	57	45	78·9%	

The following table shows the number of students on the rolls on 31st March, 1892, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	3	1	5	5	14	
Arabic	3	...	5	2	10	
Persian	24	7	16	25	72	
Arabic and Persian	1	...	3	...	4	
„ „ Sanskrit	...	...	...	...	...	
Sanskrit and Persian	...	...	...	...	...	
Grand Total ...	31	8	29	32	100	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College Teachers, who took up Sanskrit, Arabic, or Persian at the B. A. and the Intermediate (Arts) Examinations, 1892, and of those who passed *in these languages* :—

Classes.		Number on the roll on 31st March, 1892.	Went up for the Examination.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1		2	3	4	5	6
Sanskrit	B. A.	3	3	3	100	*
	Intermediate	5	5	2	40	
Arabic	B. A.	3	3	2	66	†
	Intermediate	5	5	5	100	
Persian	B. A.	24	24	17	70	‡
	Intermediate	16	16	14	87	
	Total	56	56	43	76·7%	

* The Aitchison-Rám Rattan Sanskrit Scholarship was gained by a student taught in the Oriental College, who stood highest at the B. A. Examination in Sanskrit.

† The highest number of marks in Arabic at the B. A. Examination was obtained by a student taught in the Oriental College.

‡ A student taught in the Oriental College stood highest in Persian at the Intermediate Examination.

Instruction in English.

The number of students receiving instruction in English was, on the 31st of March, 1892, as follows :—

	No. of students.
First Year Entrance Class	7
Higher Middle Class	14
Lower Middle Class	10
III Primary Class	9
II Primary Class	13
I Primary Class	41
Total ...	94

Four students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these, 3 were blind and one was a casual student.

The teaching of the First Year Entrance Class and the two Middle Classes was entrusted during the year under report to Teacher L. Shugan Chand, holding an Anglo-Vernacular Senior Teacher's Certificate of the Second Grade, who also superintended the tuition of the Primary Classes, which was conducted by the Assistant English Teacher, Múl Singh. The Anglo-Vernacular Junior Certificate of the latter was made permanent at the conclusion of the school year by the Inspector of Schools, Lahore Circle, after his having passed an examination in Practice of Teaching.

Four among the students who had attended the Higher Middle Class in the previous school year, and had been promoted to the High School Class in 1891, appeared as Private candidates at the A. V. Middle School Examination of 1892, having prepared themselves privately in subjects other than English. Three among these four students passed successfully in the subject of English.

Twelve out of 14 students, who attended the Higher Middle Class during 1891-92, appeared subsequently at the Special Examination in English, which was held in April 1892, for the first time, in connection with the

Appendix F.

Report on the Oriental College, Lahore.

Oriental Titles Examinations under the revised regulations proposed by the Senate, and awaiting the sanction of the Local Government. These 12 candidates were joined by one other, who had previously received in the Oriental College instruction in English up to the required standard, but had left the institution before the end of the school year. The results of this Examination have not yet been published.

Oriental College Library.

During the year under report considerable additions have been made to the Library of the Oriental College, for which a total expenditure of Rs. 492-9-6 was incurred. As in previous years, purchases of books were made chiefly with the object of providing the College with critical Editions of Oriental Classics and with modern books of reference in the departments of Sanskrit, Arabic, and Persian Philology, which would assist teachers and pupils in acquiring a better knowledge of the methods and results of Western research in the field of Oriental studies.

Among the more notable additions during the year under report may be mentioned: a set of critically edited Sanskrit texts published in the Bombay Government Sanskrit Series and by the *Nirnaya Sagara Anandasraya* Presses; Rájá Rám Shastri's edition of the *Rigveda with Sâyana's Bhashya;* Dr. Rieu's Catalogue of the *Persian Manuscripts in the British Museum;* Editions of Arabic texts from the *Bulaq* and *Beyrouth Mission* Presses, &c. Through the liberality of the Asiatic Society of Bengal the Library was presented with a set of the Society's latest publications of Sanskrit, Arabic, and Persian Texts in the "Bibliotheca Indica."

The total number of works added during 1891-92 amounts to 111 in 126 volumes, of which 38 works have reached the Library as presents from the Asiatic Society of Bengal, the Director of Public Instruction, Punjab, and other donors.

House Examinations.

During the year 1891-92, 18 House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taken up by the students reading in the Degree and High School Classes. For the Oriental Titles Classes 18 House Examinations were held in the different branches of the Oriental Languages and Literatures taught, and 3 House Examinations in English.

For the I Year Classes of the College and School an Annual Examination was held at the close of the school year 1890-91, comprising eight written papers.

Remarks of the Oriental College Committee on the Report for 1891-92.

I.—The receipts of the Oriental College Budget for the year 1891-92 amounted to Rs. 22,088. Against this there is an expenditure of Rs. 20,938 in the year under report, so that there has been a saving of Rs. 1,150 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 1,150) must be added receipts on account of fees (Rs. 514), against Rs. 466 in the preceding year, making a total saving of Rs. 1,664.

II.—The total expenditure against the Oriental College Budget was Rs. 20,938, against Rs. 20,691 in the previous year. Towards this expenditure Rs. 3,200 were contributed by the Special Government Grant, which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,178 (including Rs. 2,520 on account of Assistant Professors transferred from the Government College, and Rs. 4,474 on account of Endowed Readers), and Rs. 1,057 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the roll on the 31st March, 1892, was 72 in the College and 56 in the School Department. These figures are identical in their total with the figures for the same date of the previous year, which were 79 in the College and 49 in the School Department, showing a decrease of 7 in the former and a corresponding increase of 7 in the latter Department.

IV.—The scholars on the rolls on the 31st March, 1892, were divided according to creed as follows :—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	19	43	10	72
School do. ..	25	24	7	56
Total ...	44	67	17	128

V.—The following was the number of scholarship-holders (Government, University, Municipal) and stipendiaries on the 31st March, 1892 :—

	Scholarship-holders.	*Stipendiaries.*	*Without scholarship or stipend.*	*Total.*
College Department ...	33	26	13	72
School do. ...	6	10	40	56
Total ...	39	36	53	128

VI.—No reduction has taken place during the year in the number of stipendiaries, which remained 36; but it is gratifying to find that the number of students reading without scholarships or stipends has increased since the close of the previous school year from 49 to 53.

VII.—In addition to students actually belonging to the Oriental College, 102 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Six teachers (among them the Principal) were either permanently or for part of their time engaged in the tuition of these classes.

VIII.—During the year under report no changes of importance have taken place in the Courses of Reading prescribed for the Oriental Language and Degree Examinations by the Punjab University. The recommendations of the Sub-Committee appointed for the re-organization of the College Classes have been strictly carried out in the tuition of the Arts and Oriental Titles Classes, both in the College and School.

IX.—The results gained by the Oriental College in the various University Examinations have been in the year under review even more satisfactory than in the preceding years, 78·9 per cent. of the candidates sent up from the Oriental College and School having passed the various University Examinations, against 72·4 per cent. in 1891, 71·4 per cent. in 1890, 67·6 per cent. in 1889, and 47 per cent. in 1888. (*See* Statement of Results, p. xxii). These results may claim, perhaps, all the more attention, as they were obtained in not less than 15 different examinations.

The pass percentages obtained by the Oriental College, were in 9 examinations considerably higher than those obtained by the total of the candidates, and in 4 other examinations equal to the general pass percentages. In not less than 9 examinations, *viz.*, Intermediate (O. F.) M. O. L., Shástrí, Maulaví, Maulaví 'Alim, Maulaví Fázil, Munshí 'Alim, Munshí Fázil, and Buddhiman Examinations, the College obtained fully 100 per cent. of passes.

The results of the year have also been favourable with regard to the success gained by individual students of the Oriental College in these examinations. The only successful candidate in the M. O. L. Examination (in Arabic) came from the Oriental College and was placed in the II Class. In the Intermediate Examination two students of the College stood highest in order of merit. It has further to be noted that for the first time the highest place in all three Sanskrit Titles Examinations of the University was gained by Oriental College students.

The following list shows the examinations in which Oriental College students stood first in order of merit :—

Intermediate Examination (O. F.).
Prajna „
Vishárada „
Shástrí „
Maulaví Fázil „
Maulaví 'Alim „
Vidvan „

Appendix F.

Report on the Oriental College, Lahore.

Eight Government and University Scholarships, one Gold Medal and one Prize was gained by students of the Oriental College on the results of the above examinations.

With regard to the results of the tuition received in the Oriental College by students of the Government College, it is satisfactory to note that 76·7 per cent. of all Government College students, who had appeared at the Intermediate and B. A. Examinations of 1892, passed with success in the Oriental Classical Languages in which they had received instruction in the Oriental College.

The Aitchison-Rám Rattan Sanskrit Scholarship was awarded at the B. A. Examination to one of these students of the Government College for having obtained the highest number of marks in Sanskrit. Students taught in the Oriental College stood also highest in Arabic and Persian at the B. A. and Intermediate Examinations, respectively.

X.—The system of House Examinations, as introduced in 1888, has been continued during the year under report; and the rules by which the award and tenure of stipends is made dependent on the results obtained in these House Examinations have been strictly maintained.

XI.—The Teaching Staff of the Oriental College has undergone considerable changes during the year under report.

In Pandit Maya Rám, Second Pandit, School Department, who died after a short illness on the 8th February, 1892, the College lost a very efficient teacher. During the remaining months of the school year Pandit Ganga Vishnu, a former student of the College, who had distinguished himself in the Shástrí Examination of 1890, officiated temporarily pending the appointment of a permanent teacher.

Serious difficulty in the teaching of the Sanskrit Classes arose from the protracted illness of Pandit Sukh Diyál, 2nd Pandit, College Department, who was granted sick leave by the Oriental College Committee from 1st December, 1891, to 15th March, 1892. During this period Pandit Sukh Diyál's work was carried on, as the examination results of the Sanskrit Titles Classes showed, in a very satisfactory manner, by Pandit Durga Datta, 1st Pandit, School Department. Pandit Sukh Diyál died from the effects of his illness shortly after the close of the school year, and the Committee had to record its regret at the loss of this estimable teacher, who, during the 18 years of his employment, had rendered very valuable services to the tuition of Sanskrit in the College.

Maulaví 'Abdul Hakím, Head Munshí, was obliged to proceed on sick leave on two occasions for periods of six and four weeks, respectively. During this time the Head Munshí's work was carried on by Maulavi Muhammad Dín, M. O. L., Second Munshí, College Department, and Maulaví Muhammad Dín, Persian Teacher, School Department. In the place of the latter, Maulavi 'Abdul Salám, late Baháwalpur Arabic Scholar, officiated.

Leave for shorter periods was granted by the Oriental College Committee to Munshí Ghulám Mustafá, 1st Master, Urdú School Department, on account of illness, and to Maulaví Rashíd Ahmad, Additional Arabic Teacher, on account of private affairs, suitable officiating arrangements being made during their absence.

Bhái Chanda Singh, Gurmukhí Teacher, School Department, was permitted to resign his post on account of old age and infirmity; no definite appointment could be made in his place before the close of the year under report.

Lálá Chandar Bhán, M.A., was nominated by the Senate of the University to the post of Patiála Translator, and took up his work as Teacher of Mathematics in the College Department on the 1st April, 1891.

M. Asghar 'Alí, B. O. L., succeeded in June, 1891, on the results of that year's Maulaví Fázil Examination, to the Baháwalpur Arabic Scholarship. He was employed, like his predecessors, as Teacher of Arabic and Persian in the School Department.

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1891-92.

Students.—The number under instruction during the past year rose from 297, the figures for 1890-91, to 322, an increase of 25. Of these, 144 attended the College as members of the Assistant Surgeon Class, and 178 the School in the Hospital Assistant Class. The increase took place chiefly in the numbers attending the College, and was distributed over all classes of these students, except Government Scholarship-holders, who were fewer by one than in the previous year. The number of Punjab free students rose from 60, the total for 1890-91, to 66, and there was also an increase of 4 in the number of North-Western Provinces free students.

The attendance in the School was larger by 5 than in 1890-91; but the number of free students fell from 33, the figure for that year, to 29. The increase was principally due to the formation of a class of students who are being trained for service as Hospital Assistants in Burmah at the expense of the Burmah Administration: this class included 17 students. On the other hand, Military pupils were fewer by 12 than in 1890-91.

NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1892.

	1891-92.	1890-91.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	28	29	...	1
Punjab Government female scholarship-holders	4	2	2	...
N.-W. Provinces Government scholarship-holders	12	13	...	1
N.-W. Provinces Government female scholarship-holders	1	...	1*	...
District Fund scholarship-holders	5	3	2	...
Municipal Fund scholarship-holders	3	1	2	...
University and other scholarship-holders	11	7	4	...
Free female students	1	...	1	...
Punjab free students	66	60	6	...
N.-W. Provinces free students	13	9	4	...
	144	124	20	...
MEDICAL SCHOOL.				
Military Medical pupils	36	48	...	12
Civil Medical pupils	31	31	...	...
Burma students	17	...	17	...
Hakim students	21	22	...	1
Government female students	4	5	...	1
Local students	34	30	4	...
Local female students	4	4	...	...
Free female students	2	...	2	...
Free students	29	33	...	4
	178	173	5	...

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

College.—The decrease in the expenditure from Provincial Revenues was due partly to a diminution in the amount paid as salaries, owing to the absence of the Principal and the Professor of Anatomy on furlough for half the year; their furlough pay not being included in the statement, and the allowances paid to the officers acting for them being less than the full pay. The duties of the Professor of Anatomy were also for a short time performed by the Demonstrator of Anatomy on a very much smaller allowance. The figures for 1890-91 included a special grant of Rs. 2,000 for Physiological apparatus, which, of course, raised the expenditure in that year above the average. The income from fees shows an increase of Rs. 693, as compared with that for the previous year; this increase being due partly to the enhanced rate of fees imposed on students entering in May, 1891, and partly to the increase in the numbers paying fees.

Appendix G.

Report on the Medical College and School.

The decrease in expenditure under the head "Endowments and other sources" was the result of a diminution in the expenditure on furniture, stores, and appliances from the "College Funds."

School.—The expenditure from Provincial Revenues shows an increase of Rs. 1,847, as compared with the figures for the previous year. This was largely due to the inclusion in the School Budget of the allowance of Rs. 100 per mensem paid to the Lecturer on Diseases of Women to female students. This allowance was not formerly shown in the School Accounts, being included in the grant made by Government to the Lady Aitchison Hospital. The expenditure was further increased by the promotion of the Lecturer on Anatomy to the 1st grade of Assistant Surgeons, which added Rs. 50 per mensem to his salary. This promotion was dated the 1st August, 1891. Similarly, the pay of the Junior Demonstrator of Anatomy was increased by Rs. 50 per mensem from the 7th December, 1891.

The small increase shown in the expenditure from Municipal and District Funds and Subscriptions is mainly accounted for by an increase in the salaries paid by the Punjab University to the teachers of Yunání and *Viadik* Medicines. The decrease of Rs. 505 under the head "Endowments and other sources" was due to a decrease in expenditure from the "College Fund" on appliances and furniture.

The total expenditure under all heads amounted to Rs. 83,111, as compared with Rs. 85,121 in 1890-91, a decrease of Rs. 2,010. This gives an average expenditure of Rs. 258 on account of each student; whilst in the year 1884-85, when the total expenditure amounted to Rs. 60,061 only, the average amount for each student was Rs. 319.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES FOR 1891-92.

	1891-92.	1890-91.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	*62,896	66,715	...	3,819
Fees	† 2,594	1,901	693	...
Endowments and other sources ...	‡ 2,613	2,873	...	260
MEDICAL SCHOOL.				
Provincial Revenues	13,424	11,577	1,847	...
Municipal Funds	27	22	5	..
District Funds	22	6	16	...
Subscriptions	48	35	13	...
Endowments and other sources ...	‖ 1,487	1,992	...	505
Total ...	83,111	85,121	...	2,010

Note by the Director of Public Instruction.

* Includes Rs. 6,503 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College:—

	Rs.
District Funds	3,429
Municipal Funds	3,074

Also includes Rs. 5,055 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

† Includes Rs. 82 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‡ This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‖ Includes Rs. 540 on account of expenses of the Oriental Medical Class attached to the Medical School, as below:—

	Rs.
From Provincial Revenues	233
„ District Funds	22
„ Municipal Funds	27
„ Subscriptions	48
„ Endowments	210
Total	540

Also includes Rs. 1,277 on account of extraordinary expenditure on chemicals, &c., which is an Indirect charge, and shown as such in General Tables.

Scholarships.—The number of scholarships awarded during the past year was larger by 9 than in 1890-91. The increase was largely due to the admission of female students, to whom scholarships had been granted by the Countess of Dufferin Fund Committees. The Municipalities of Dera Ismaíl Khán and Lahore also granted additional scholarships. There was also an increase of 7 in the number of stipends paid, this being partly due to the addition of a "Burmah Class" to the School, also to an increase in the number of stipends paid by the Countess of Dufferin Fund.

Scholarships and stipends are also contributed by the following Native States:—Patiála, Baháwalpur, Kashmír, Kapurthala, Jhínd, Málerkotla, and Mandí.

In the College 44 per cent. of the students hold scholarships, whilst in the School the stipends amount to 82 per cent. of the total number of students. The majority of the students admitted to the School are too poor to support themselves during their period of study.

STATEMENT OF SCHOLARSHIPS FOR 1891-92.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
	MEDICAL COLLEGE.				
EXPENDITURE.	Provincial Revenues	7,743	7,747	...	4
	District Funds	* 384	335	49	...
	Municipal Funds	* 310	100	210	...
	University Funds	24	84	...	60
	Other sources	2,155	1,652	503	...
	MEDICAL SCHOOL.				
	Provincial Revenues	11,785	11,282	503	...
	District Funds	1,913	2,131	...	218
	Municipal Funds	458	430	28	...
	Other sources	2,439	1,994	445	...
	Total ...	27,211	25,755	1,456	...
	MEDICAL COLLEGE.				
NUMBER OF SCHOLARSHIP-HOLDERS.	Government Scholarships ...	45	44	1	...
	District Scholarships	5	3	2	...
	Municipal Scholarships ...	3	1	2	...
	University and other Scholarships	11	7	4	...
	MEDICAL SCHOOL.				
NUMBER OF STIPEND-HOLDERS.	Government Stipends	109	106	3	...
	District Stipends	16	14	2	...
	Municipal Stipends	5	4	1	...
	Other Stipends	17	16	1	...
	Total ...	211	195	16	...

* *Note by the Director of Public Instruction.*—There are some discrepancies between the Principal's figures and those supplied by Local Bodies.

Appendix G.

Report on the Medical College and School.

Results of Examinations.—In the examination for the L. M. S. Diploma of the Punjab University held in April, 1892, 19 candidates appeared, of whom 8, or 42 per cent., passed.

This is an improvement on the results of the same examination in 1891, when 38 per cent. only of the candidates were successful. It is necessary to note, however, that of the 11 candidates who failed at the recent examination, 7 had failed previously, 2 having been rejected twice previously. Of the 10 candidates who appeared for the first time, 6, or 60 per cent., succeeded.

At the Junior Examination, 39 candidates appeared: and of these, 26 obtained qualifying marks, 2 having passed the First M. B. Examination.

In the Hospital Assistant Class, 53 candidates were examined for the Diploma; of these 39 passed, one being a female student. This result compares favorably with that for 1891, when out of 49 candidates only 29 succeeded.

STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1891-92.

Name of Examination.	Number of Examinees.	Number of passes.							Remarks.
		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.									
Junior Examination { Boys ...	38	...	1	21	...	3	...	25	
Junior Examination { Girls ...	1	...	1	...	...	...	...	1	
Final Examination { Boys ...	19	...	...	6	...	2	...	8	
Final Examination { Girls ...	...	...	...	...	..	...	...	...	
Medical School.									
Final Examination { Boys ...	50	...	...	18	8	12	...	38	
Final Examination { Girls ...	3	...	1	...	...	...	...	1	

Attainments of Students.—The standard of general education amongst students entering the College continues to improve. Amongst those admitted on the 1st May of the present year, the proportion, who have passed the Entrance Examination of the Punjab or other Universities in the higher divisions, is larger than in former years. The fact remains, however, that the Entrance Examination is an insufficient test of general education, and especially of education in the English Language, for the purposes of Medical study in that language. Many of the Junior students are at first unable to fully understand the lectures and text-books, thus losing valuable time.

It is hoped that the time is not far distant when the Intermediate Examination in Arts will be the qualifiying test for admission to the College. Western education has not, however, at present advanced sufficiently generally in the Punjab to admit of this being carried into effect at present. It is satisfactory to note that students are now coming forward for the higher qualifications in Medicine; last year three students obtained the Degree of Bachelor in Medicine, and two passed the First University Examination for this Degree; again during the year under review two students have passed the First M. B. Examination.

Amongst the students of the Hospital Assistant Class also the advance in general education is marked. Almost all the candidates who now apply for admission have passed the Anglo-Vernacular Middle School Examination, and the great majority can read English fluently.

General Remarks.—During the past year the Teaching Staff of the College has been strengthened by the appointment of an additional Professor, subject to the approval of the Secretary of State for India. This addition to the Professorial Staff was much needed; the College has of late years developed very rapidly, the attendance of students having increased so as to fall little short of that at the Calcutta Medical College, whilst the Teaching Staff was only half the strength sanctioned for that College. Even with the addition above referred to, the number of Professors is only eight, whilst in Calcutta there are fourteen. The new Professor (Surgeon-Captain J. Murray) has been appointed to the chairs of Materia Medica and Pathology.

The arrangements referred to in the Report for 1890-91, for the erection of a new and larger Dissecting Room on a more suitable site, were completed towards the end of the year under review, and it is hoped that the new premises, which are likely to be the best of the kind in India, will be ready for occupation at the commencement of the winter session in October, 1892. No other important alterations or additions have been made to the College buildings during the year under review.

The Anatomical Museum has had some valuable models added to its already rich collection; a special grant of Rs. 1,000 having been made by Government for this purpose.

The conduct of the students has, on the whole, been satisfactory throughout the year, the only exception being an outbreak of insubordination amongst the members of the Burmah Class in the School, which resulted in the expulsion of four students. It is to be regretted that in this instance the Superintendent and Teachers in the School did not display any power of controlling the students.

Appendix H.

Entrance and Middle School Prizes.

APPENDIX H.

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT ON THE RESULTS OF THE ENTRANCE AND MIDDLE SCHOOL EXAMINATIONS, 1892-93.

Serial No.	Names.	Nature of prize.	Value of prize.	Conditions of award.
	ENTRANCE EXAMINATION.			
	DELHI DISTRICT.		Rs. a. p.	
1	Lálá Jai Naráin, Banker, Delhi	Silver Medal	10 0 0	To the boy who stands first in the Province from the St. Stephen's Mission, A.V.S. Jubilee and M. B. High Schools, Delhi.
	LUDHIANA DISTRICT.			
2	Municipal Committee, Ludhiána	Cash ...	10 0 0	To a bachelor resident of Ludhiána, who passes best from amongst the Schools in the city of Ludhiána.
3	Lálás Badri Dás and Rámjí Dás, sons of the late Lálá Jat Mal, Treasurer of the Ludhiána District.	Silver Watch	25 0 0	To the best pass amongst the bachelors of the Agarwál community.
	SIALKOT DISTRICT.			
4	Sardár Harí Singh, Ráe Bahádur	Cash ...	5 0 0	To the best pass in the Entrance Examination amongst the Sikh boys out of the three High Schools at Siálkot.
5	Mr. J. Greenwood, Secretary, District Board.	,, ...	8 0 0	To the boy who stands first in Mathematics in the Entrance Examination out of the three High Schools at Siálkot.
6	Mahta Duní Chand	,, ...	10 0 0	To the boy who stands first amongst the Muhiál Brahmans in the Punjab in the Entrance Examination.
7	Lálá Kirpa Naráin, B.A., Head Master, M. B. School,	,, ...	10 0 0	To the boy who stands first in the Punjab Entrance Examination out of the M. B. High School at Siálkot.
8	Agha Muhammad Shahbáz Khán	,, ...	10 0 0	To the Muhammadan boy who stands first in the Entrance Examination out of the M. B. School at Siálkot.
9	Bábú Ghulám Qádir	,, ...	5 0 0	To the boy who stands first in the Entrance Examination out of the American Mission School, Siálkot.
10	Residents of the District ...	,, ...	6 0 0	For three prizes of the value of Rs. 2 each for proficiency in different branches.
	DERA GHAZI KHAN DISTRICT.			
11	Ráe Amír Chand, Extra Assistant Commissioner.	Silver Medal	10 0 0	To the boy who stands first in English and Mathematics in the Dera Ghází Khán High School.
12	Sardár Bahádur Khán, Tumandár, Khosa.	Silver Medal of Rs. 10. Cash Rs. 20	30 0 0	To the boy who stands first in all the subjects in the Dera Ghází Khán School.
	Ditto ditto ...	Cash ...	5 0 0	To the best boy in general knowledge in the Dera Ghází Khán School.
13	Allah Bakhsh Khán, Sadozaí	Silver Medal	10 0 0	To the boy who stands first in the compulsory subjects in the Dera Ghází Khán School.
14	Bhái Darbárí Lál	,, ...	10 0 0	To the boy who stands first in Sanskrit in the Dera Ghází Khán School.

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT, &c.—*continued.*

Serial No.	Names.	Nature of prize.	Value of prize.	Conditions of award.
	MIDDLE SCHOOL EXAMINATION.			
	DELHI DISTRICT.		Rs. a. p.	
1	Lálá Jai Naráin, Banker, Delhi	Silver Medal	10 0 0	To the boy who stands first in the Province from the St. Stephen's Mission, A. S. V. Jubilee, and M. B. High Schools, Delhi.
	UMBALLA DISTRICT.			
2	Khalífa Imád-ud-dín, District Inspector of Schools, Umballa.	Cash ...	5 0 0	To the best pass from the Vernacular Schools in the Umballa District taking Arabic as an optional subject.
3	Bábú Jíwan Kishan, Náib Tahsíldár, Umballa.	All books for the Entrance Examination.	...	To the poorest boy in the Province, who, after passing the Middle School Examination, wishes to prosecute his studies in a High School, but who cannot afford to purchase books for himself.
	LUDHIANA DISTRICT.			
4	Municipal Committee of Ludhiána.	Cash ...	5 0 0	To a bachelor resident of Ludhiána, who passes best from among the Schools in the city of Ludhiána.
5	Sardár Tilok Singh, of Sánewál	Silver Medal.	8 0 0	To the best pass from the Sánewál School.
6	M. Sharíf Husain, of Jagráon	Cash ...	5 0 0	To the best pass in general knowledge from the Jagráon School.
7	Mír Sayad Hasan, of Jagráon	„ ...	5 0 0	To the best pass from the Jagráon Middle School.
8	Lálá Rám Parshád, of Jagráon	„ ...	5 0 0	To the best pass in Sanskrit in the Province.
9	Lálá Díwán Chand, Sáhúkár, of Ráekot.	Clothes ...	6 4 0	To the best pass from the Khanna Middle School.
	Ditto ditto	„ ...	6 4 0	To the best pass from the RáekotMiddle School.
10	Sardár Badan Singh, of Malaudh	Cash ...	10 0 0	To the best pass from the Malaudh Middle School.
11	Mían Raushan, Member, Municipal Committee, Khanna.	„ ...	5 0 0	To the best pass from the Khanna Middle School.
12	Pandit Shádi Rám, Member, Municipal Committee, Khanna.	„ ...	5 0 0	To the best pass from the Khanna Middle School provided he be a resident of Khanna.
13	Lálá Deví Chand, of Birk ...	„ ...	5 0 0	To the best pass from the Sawaddi Middle School.
14	Zaildár Nihál Singh, of Baddowál	Silver Medal	10 0 0	To the best pass from the Baddowál Middle School.
15	Ráe Faiz Talab Khán, of Ráekot	Watch ...	10 0 0	To the best pass in Persian from the Ráekot Middle School.
16	Lálá Kahn Chand, of Hatúr ...	Lungí ...	5 0 0	To the best pass in Arithmetic from the Ráekot Middle School.
17	Pandit Dhaní Rám, of Anjoli Kalán.	Cash ...	5 0 0	To the second best pass from the Baddowál Middle School.
18	M. Shams-ud-dín, of Sánewál	Watch ...	10 0 0	To a Middle pass in the District who obtains not less than 80 per cent. marks in Persian.
19	Residents of the District ...	Cash ...	9 0 0	For four prizes (one of Rs. 3 and three of Rs. 2 each) for proficiency in different branches, &c.
	FEROZEPORE DISTRICT.			
20	Lálá Mohan Lál, of Dharmkot	„ ...	5 0 0	To the best pass from the Dharmkot School.
21	Sodhí Basáwa Singh, of Moga	„ ...	5 0 0	To the best pass from the Moga School.
22	Residents of Mehráj	Silver Medal	7 0 0	To the best pass from the Mehráj School.
	Ditto	Cash ...	2 0 0	
	Ditto	„ ...	7 0 0	To the second best pass from the Mehráj School.

Appendix H.

Entrance and Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT, &c.—*continued.*

Serial No.	NAMES.	Nature of prize.	Value of prize.	Conditions of award.
	MIDDLE SCHOOL EXAMINATION—*continued.*			
	FEROZEPORE DISTRICT.—*concluded.*		Rs. a. p.	
23	Residents of the District ...	Cash ...	12 0 0	For seven prizes to students of the Dharmkot, Zíra, and Moga Middle Schools.
	MONTGOMERY DISTRICT.			
24	Gaihla Ram	„ ...	5 0 0	To the student who stands highest in Mathematics and Urdú from the Kamália Municipal Board School, and who is under 17 years of age.
25	Kartár Singh...	Books to be taught in the 4th Class of the High Department.	2 0 0	To the best Sikh boy in the Middle School Examination.
		Cash ...	1 0 0	To the second pass in the Middle School Examination.
26	Residents of the District ...	„ ...	8 0 0	To the best pass from the Dipálpur Anglo-Vernacular Middle School.
	LAHORE DISTRICT.			
27	Munshi Gulab Singh	Medal (called the "Colonel Holroyd Munshi Gulab Singh Medal").	20 0 0	To the student who stands first in Persian Caligraphy in the Middle School Examination.
	AMRITSAR DISTRICT.			
28	Residents of the Amritsar District, through the Deputy Commissioner.	Silver Medal	6 0 0	To the best pass from the District in th Vernacular Middle School Examination of 1893.
	Ditto ditto ...	Cash ...	18 0 0	Six prizes of Rs. 3 each to the students who stand next at the top of the list of passes from the Vernacular Middle Schools of the District in the Middle School Examination of 1893.
	Ditto ditto ...	„ ...	6 0 0	To the student who stands first in the Middle School Examination of 1893 from the Tarn Táran School.
	SIALKOT DISTRICT.			
29	M. Firoz Dín, Tahsíldár, Pasrúr	„ ...	5 0 0	To the best pass out of the Muhammadan boys in the Middle School Examination of the Pasrúr School.
30	Bábú Múla Mal, Head Master of Pasrúr.	„ ...	5 0 0	To the boy of the Pasrúr Middle School, provided he stands first or second in the Province in the Middle School Examination.
31	Lálá Bhím Sain, Pleader ...	A Koftgari Pen-tray.	7 0 0	To the boy who stands first in the Middle School Examination of the Scotch Mission School, Siálkot.
32	Nasrullah Khán, Pleader ...	Cash ...	5 0 0	To the best pass in the Middle School Examination, being a Ját, from the Middle Schools in Tahsíl Daska.
33	Sardár Hari Singh, Rae Bahádur	„ ...	5 0 0	To the best pass in the Middle School Examination out of the three High Schools at Siálkot.
34	Súbadár Hari Singh	„ ...	5 0 0	To the best pass in the Middle School Examination of the Jámke School.
35	Rája Imám 'Ali Khan, Tahsíldár, Daska.	„ ...	5 0 0	To the best pass in the Middle School Examination out of the three Middle Schools in the Daska Tahsíl.

1891-92.

~~1889-90.~~

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT, &c.—*concluded.*

Appendix H. Entrance and Middle School Prizes.

Serial No.	Names.	Nature of prize.	Value of prize.	Conditions of award.
	MIDDLE SCHOOL EXAMINATION.—*concluded.*			
	SIALKOT DISTRICT—*concld.*		Rs. a. p.	
36	Residents of the District ...	Cash ...	32 0 0	Prizes of Re. 1 each
			78 0 0	39 prizes of Rs. 2 ,, — To students of the various Middle Schools on the results of the Middle School Examination.
			21 0 0	7 ditto 3 ,,
			8 0 0	2 ditto 4 ,,
	RAWALPINDI DISTRICT.			
37	Certain residents of Káhúta Tahsíl, through the Deputy Commissioner, Ráwalpindi.	,,	8 0 0	To the best pass from the District Board School Kallar.
			5 0 0	,, second ditto.
			3 0 0	,, third ditto.
	BANNU DISTRICT.			
38	Khán Bahádur 'Abdullah Khán, Raís of I'sá Khel.	,, ...	5 0 0	To the first and second students of the M. B. School, Bannu, Rs. 2 each, and Re. 1 to the third.
39	Residents of the District ...	,, ...	27 0 0	One prize of Rs. 3, seven of Rs. 2 each, nine of Re. 1 each, one of 8 annas, and two of 4 annas each, on the results of the Middle School Examination.
	DERA ISMAIL KHAN DISTRICT.			
40	Mír Fazal Muhammad, Head Master, M. B. School, Dera Ismail Khán.	Books ...	5 0 0	To the best pass from the Deraját Division.
41	Residents of the District ...	Cash ...	7 0 0	For six prizes for proficiency in different branches.
	DERA GHAZI KHAN DISTRICT.			
42	Nawáb Sir Imám Bakhsh Khán, K.C.I.E., Tumandár.	,, ...	15 0 0	To the best pass in the Rojhán School.
43	A resident of the District ...	,, ...	2 0 0	To the best pass in the Dera Gházi Khán School.
44	Members of the Municipal Committee, Jámpur.	Two Silver Medals.	20 0 0	To the first and second boy in the Jámpur School.
	MUZAFFARGARH DISTRICT.			
45	Bhagat Rádhú Rám	Cash ...	5 0 0	To the first pass of the 'Alípur School.
46	Mr. J. Van Milder, Head Clerk, District Office.	Watch ...	...	To a Christian boy who passes the Middle School Examination in the M. B. School, Muzaffargarh.
47	M. Imám-ud-dín, Legal Practitioner.	Books ...	5 0 0	To a Muhammadan standing first among the Muhammadans in the District.
	Ditto ditto ...	,, ...	5 0 0	To a Hindú standing first among the Hindús in the District.
48	Residents of the District ...	Cash ...	19 8 0	Seven prizes on the results of the Middle School Examination.
	INTERMEDIATE CLASSES OF MIDDLE SCHOOLS.			
	SIALKOT DISTRICT.		Rs. a. p.	
1	Residents of the District ...	Cash ...	2 0 0	To the best pass in the 7th Class of the Sambriál School.
	MUZAFFARGARH DISTRICT.			
2	Residents of the District ...	,, ...	10 0 0	Seven prizes to boys of the M. B. School in the various classes on the results of the examination.

Appendix I.

Report on the Central Training College, Lahore.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1891-92.

At the opening of the year the following constituted the staff:—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal.

Lálá Umráo Singh, M.A., (P. U.), Assistant Superintendent.

„ Súraj Naráin, Officiating First Master and Translator.

„ Tára Chand, B.A. „ Second „ „

„ Jagan Náth, B.A., Science Master.

M. Ihsán 'Alí Khán, Oriental Teacher.

The following changes took place in the staff during the year:—

Lálá Umráo Singh, M.A., the Assistant Superintendent, was transferred to the Government College, and was succeeded by Lálá Munshí Lál, M.A., in December last. Lálá Jáyá Rám, M.A., First Master and Translator, who was on deputation in the Government College since June, 1890, came back only in December, 1891. During his absence, Lálá Súraj Naráin acted for him, and Lálá Tára Chand, B.A., and Lalá Brij Lál, B.A., acted for Lálá Súraj Naráin. Lálá Jagan Náth, B.A., the Science Master, resigned his post with effect from 1st August, 1891, under circumstances which will be within your recollection.

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE.

		1891-92.	1890-91.	Increase.	Decrease.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class ... Teachers	No. 1	No. 2	No. ...	No. 1
	Senior Anglo-Vernacular Class ... Others ...	15	16	...	1
	Total ...	16	18	...	2
	Junior ditto ditto Teachers	7	6	1	...
	Junior ditto ditto Others ...	20	20	..	...
	Total ...	27	26	1	...
	Senior Vernacular Class ... Teachers	8	7	1	...
	Senior Vernacular Class ... Others ...	28	24	4	...
	Total ..	36	31	5	...
	Total ... Teachers	16	15	1	...
	Total ... Others ...	63	60	3	...
	GRAND TOTAL ...	79	75	4	...
Expenditure.	On Establishments and Contingencies. From Provincial Revenues	Rs. 15,412	Rs. 15,453	Rs. ...	Rs. 41
	On Establishments and Contingencies. „ other sources ...	*330	330	...	...
	Total ...	15,742	15,783	...	41
	On Stipends from Provincial Revenues ...	8,252	7,941	†311	...
	Total ...	8,252	7,941	†311	...
	GRAND TOTAL ...	23,994	23,724	270	...
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination ...	No. 15	No. 15	No. ...	No. ...
	Junior Anglo-Vernacular Certificate Examination ...	18	19	...	1
	Senior Vernacular Certificate Examination ...	22	15	7	...
	Number of Government stipendiaries ...	60	60	...	...
	Ditto other stipendiary students ...	‡3	...	3	...
	Ditto non-stipendiary students ...	1	...	1	...

* Gymnastic Teacher's pay for 11 months only, from March, 1891, to January, 1892, both months inclusive. His pay for February and 14 days of March was drawn in June, 1892, and will, therefore, be taken into account in 1892-93.

† Increase due to the fact that this year there were 28 stipendiaries in the Vernacular Class as against 24 last year.

‡ Teachers sent in by Municipal Committees.

Appendix I.

Report on the Central Training College, Lahore.

The number of students on the rolls on 31st, March, 1892, was 79, as against 75 last year. They comprise 16 teachers and 63 students, as against 15 teachers and 60 others last year; 60 out of 79 are Government stipendiaries.

Number and distribution of scholars.

My present Senior Anglo-Vernacular Class is composed of three B. As., three failed B. As., eight F. As., and two failed F. As. Three of the eight F.As. have passed their F. A. only recently. There is besides one free student, who is an F. A. The Junior Anglo-Vernacular Class contains this year 7 teachers and 20 others, as against 6 teachers and 20 students last year. They have all passed the Entrance Examination. As last year, I made my selections by holding an Entrance Examination. As was the case last year, I had many more candidates for the Senior Anglo-Vernacular and the Junior Anglo-Vernacular Classes than I had stipends for, some hundred in all.

The Vernacular Class contains 8 teachers and 28 students; of the latter one has since been struck off the rolls on account of absence without leave. With one exception, all the men in this class are Normal School passed men only.

The English Classes were full and in working order within a few days of the opening of the session. Three or four men left the College after a day or two's attendance, but the vacancies were filled up at once.

All the men of the Vernacular Class joined by November, with the exception of two men from the Kángra District, whom the Deputy Commissioner did not send in for want of substitutes for them. Their case was reported to you officially.

In December last one of the Senior Anglo-Vernacular Class left the College on account of ill-health, and his stipend was given to another man with your permission.

Expenditure.

The total expenditure during the year under report was Rs. 23,994, as against Rs. 23,724 in the previous year. A slight decrease in the expenditure would have been shown, as the substitutes for Lálá Jáya Rám drew only at the rates of Rs. 96 and 65 per mensem, and the new Assistant Superintendent has drawn at the rate of Rs. 200 per mensem, while no Science Master was appointed during the months of August and September, 1891, and no Second Master and Translator during the months of August, September and October, 1891; but this was rather more than counteracted by there being this year a charge of Rs. 100 per mensem for house-rent for the Principal and increase in the number of stipendiaries. The decrease of Rs. 30 under "Other sources" is due to the fact that the Gymnastic Teacher, who was paid by the Municipality, has ceased to receive his pay for and after January 1892. The case has been referred to you officially.

Results of Examinations.

From the Senior Anglo-Vernacular Class 17 men appeared in the Certificate Examination and 15 passed, 6 in the 1st Division, as against 15 out of 20 in the previous year. The increase of passes from 75 to 88 per cent. is, I think, satisfactory. The two failures in this class were in School Management by only one mark each.

I sent up 25 men for the Junior Anglo-Vernacular Certificate Examination and passed 18, 10 in the 1st Division. All the failures were in School Management, none by more than six marks. I have this year divided the Senior and Junior men for this subject instead of taking them together as formerly, and hope to show a better result this year in this subject, the instruction given being perhaps last year something rather over the heads of the Junior men. It might be observed that in this class the average percentage of marks obtained in English has considerably improved.

In	1887-88	... ...	50	per cent. obtained.
,,	1888-89	... ...	55	,, ,,
,,	1889-90	... ...	59	,, ,,
,,	1890-91	... ...	66	,, ,,

In both Anglo-Vernacular Classes the percentage of passes in the 1st Division shows considerable improvement over the results of the previous year. From the Senior Vernacular Class 22 out of 30 men passed, as against 15 out of 32 last year. The failures were two in School Management, one in Science, four in Mathematics, and two in Persian. These results again show a marked improvement.

Appendix I.

Report on the Central Training College, Lahore.

I have nothing new to remark under this head beyond what I have said in former years, save that every effort is made both in these and the model lessons to give the men a right idea of method, which is, as a rule, so sadly neglected in our ordinary schools.

Criticism Lessons.

I find it hard to get the men to remember that the method taught and recommended is the one to be employed after they leave the Training College, and not merely a "subject" for the Certificate Examination. This difficulty, of course, decreases year by year, and will, no doubt, finally disappear as the number of trained men in the Province increases, and they are able to hold their own against the strong conservatism in favour of old manners of teaching that is at present so prevalent among old untrained teachers. It is very hard for a young man to teach in a way that he knows to be right and sound unless he is warmly supported by those over him. Yet I fear that it is not always the case, and that the "what was good enough for my father is good enough for me" argument, which was until not so very many years ago advanced as unanswerable in England by people of various classes against various reforms, is still potent in India. This, coupled with the fact that the Indian student is often an adept at the art of forgetting, makes my work difficult; but it is satisfactory to have the assurance of Inspectors that the teachers I send out are much superior to the ordinary run of those employed in the Province.

Physical Training.

This receives due attention. Since March last there has been no gymnastic teaching owing to the dismissal of the former teacher. A man has, however, been selected for the post, and will join it on the 1st of May next. All that is wanted is the provision of suitable apparatus.

The health of the students, with few exceptions, has been good. The want of a proper provision for medical attendance will not, I trust, be much longer felt, for the matter has officially been referred to you.

Boarding House.

The Boarding House is good in many ways; but I shall be glad to have the new one that I hope is shortly to be built.

Conduct of the students.

The conduct of the students has been generally very good. One or two minor offences against the rules have been committed and punished accordingly, but none of a serious nature.

The discipline that I try to maintain is, I believe, strict, and I intend it to be so. I am particularly strict on all matters of leave, and do all in my power to put a stop to that practice of giving frivolous excuses, which is, unfortunately, so prevalent among our native students. I rigidly put down the habit of leaving the station and then sending in for leave, and have a rule that no one is allowed to sleep out of the Boarding House except on the night preceding or succeeding a public holiday without previous permission. If a man goes away and then applies for leave I treat him as absent without leave. As I live so near the Boarding House, and there is a Superintendent there from whom he can obtain it if I happen to be out, there is no excuse for a man going even in urgent cases without having obtained permission.

During the last year I have been well supported by my staff, who have worked to my satisfaction; and I particularly desire to put on record my high opinion of Lálá Umráo Singh, M.A., the late Assistant Superintendent, who, since I took charge of this College, has afforded me ready and cordial help whenever asked. In cases connected with the Boarding House, the granting of leave and holidays, and such like matters where the customs, religious ceremonies, and habits of the natives had to be considered, I uniformly found his advice of great help to me. In conclusion I would observe that in the absence of any particular features of interest I have endeavoured to make this report as concise and brief as possible.

TRANSLATION DEPARTMENT.

The staff consisted, as usual, of the First and Second Assistant Masters and Translators, part of whose time is given to teaching in the College, and part to translation work, compilation, revision and reviewing of books.

The post of First Assistant Master and Translator was held by Lálá Súraj Naráin from 1st April, 1891, to 22nd December, 1891, and by Lálá Jíyá Rám from 23rd December, 1891, to 31st March, 1892. The post of Second Assistant Master and Translator was held by Lálá Ţára Chand from

1st April to 3rd August, 1891, after which it remained vacant till 20th October, by Lálá Brij Lál from 21st October to 22nd December, and by Lálá Súraj Naráin from 23rd December, 1891, to 31st March, 1892.

The work actually done by the staff amounts to—

1. Translation of 19 Circulars;
2. Revision of the Urdú Edition of the Education Code (about 425 pages), including about 85 pages of new translation;
3. Compilation of one Geography and four Urdú Copy Books, the latter under my special supervision;
4. Revision of three District Geographies;
5. Correction of six manuscript lessons for the Eighth Urdú Reader;
6. Reviewing of 89 books;
7. Classification, cataloguing, and arrangement of the amalgamated College Library.

The work of each member of the staff is shown below:—

LALA SURAJ NARAIN.

1. Translated nine Circulars;
2. Revised and corrected the Urdú Edition of the Punjab Education Code (400 pages,) including about 75 pages of new translation;
3. Revised and corrected the Geographies of the Dera Ismaí'l Khán and Hazára Districts;
4. Compiled Urdú Copy Books, 4 parts, and 20 pages of the Geography of the Rohtak District;
5. Reviewed 39 books.

LALA JIYA RAM.

1. Translated three Circulars;
2. Revised and corrected the Geography of the Pesháwar District;
3. Corrected six manuscript lessons for the Eighth Urdú Reader;
4. Reviewed 29 books.

LALA TARA CHAND.

1. Translated six Circulars.
2. Revised and corrected about 40 pages of the Urdú Edition of the Code, including about 10 pages of new translation;
3. Compiled 30 pages of the Geography of the Rohtak District;
4. Reported on nine books.

LALA BRIJ LAL.

1. Translated one Circular;
2. Reviewed 12 books;
3. Classified, catalogued, and arranged the books of the amalgamated College Library.

Appendix J.

Report on the Veterinary College, Lahore.

APPENDIX J.

REPORT BY THE PRINCIPAL ON THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1891-92.

I have the honor to submit the Annual Educational Report of the Lahore Veterinary College for the year 1891-92.

New students.

The number of new students who entered the College this Summer Session was 40, *viz.*, 14 Military, 9 scholarship-holders, and 17 unpaid, a decrease of 35 over last year; for these 17 vacancies for unpaid men there were 182 candidates.

Imperial expenditure.

There is a decrease of Rs. 105 per mensem, or Rs. 1,260, over last year, on account of an increase in the pay of my predecessor from April to June, 1890, during the year 1890-91.

Provincial expenditure.

There is an increase of Rs. 110 per mensem, or Rs. 1,314, over last year, on account of an increase of Rs. 1,114 in the pay of the establishment of the Lahore Veterinary College, and Rs. 200 for prizes, for the year 1891-92.

Income.

The income of the College from the practice is Rs. 4,355-13-6, against Rs. 3,551-15-3 last year, or an increase of Rs. 803-14-3.

Stipends.

The stipends paid to students are shown in Appendix B, and are 30 compared to 32 last year.

Scholarships.

The scholarships in the College are: two Imperial Government ones of Rs. 8 and 6 per mensem, also five from the John Lawrence Memorial Fund of Rs. 10 per mensem each, and one from the Wace Memorial Fund of Rs. 15 per mensem. This Wace Scholarship I have nothing to do with; the gift of this being in the hands of the Financial Commissioner, Punjab.

Results of the Final Examination.

The results of the Final Examination are shown in Appendix C, and will, I trust, be considered satisfactory.

The number of second class certificates is 11, as compared with 17 last year; but this is not, I think, to be regretted. In fact, when it is considered that only 40 per cent. marks are necessary to obtain a first class.

I consider that the second class certificates should be abolished, and half marks in every subject be obtained for a pass, for either a man is qualified to practice or he is not, and therefore the second class certificates should be abolished. I have addressed the Government on this matter.

Board of Examiners.

The Board of Examiners consisted of Veterinary Majors Poysor and Kemp, and Veterinary Captain Phillips, Army Veterinary Department.

There was a certain amount of difficulty in obtaining the services of these officers, as there was last year, as there are not many Military Veterinary Surgeons qualified to examine in the Vernacular.

Increase of course of study.

I most certainly consider that the period of study should be lengthened to three years. This has been recommended annually since the foundation of the College 11 years ago; but as no notice seems to have been taken of this suggestion, it appears almost waste of time to say much more about it.

Higher standard of preliminary education.

This certainly should be raised, so that students should possess some knowledge of English. A commencement might be easily made by insisting that every holder of a scholarship from a District should have passed the Middle School Examination in English. With soldiers it does not so much matter, as they have been about the country, and have had their powers of observations to a certain extent exercised, which men from villages have not.

Short-handed state of the College.

I wish to place it on record that unless more European professional assistance is given in the course of the next few months, the percentage of failures at the next Final Examination will, I think, be very large.

The practice and business of the College has increased so largely that I cannot possibly attend to both it and the teaching of the students single handed any longer. It was only by the very greatest exertions of Mr. Blenkinsop, Veterinary Surgeon to the Punjab Government, and myself, that the College was kept going at all during the last cold season. Both of us were in the College at 8-30 A.M., and seldom left before 5 P.M.

This prolonged strain and overwork has seriously injured my health, and I am unable to do it any longer. Also next winter Mr. Blenkinsop's duties will take him about the whole time out into the Districts, and I shall be alone. I have mentioned this matter to the Director of Land Records in my Annual Report, and I wish to do the same now, as after these I must most distinctly decline to hold myself responsible for the failures that I foresee at the next year's examination unless the assistance asked for is given at an early date.

Appendix A.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1891-92.

From	1891-92.	1890-91.	Increase.	Decrease.
Imperial Revenues	14,225	15,485	...	1,260
Provincial Revenues	14,053	12,739	1,314	...
Total	28,278	28,224	54	...

Appendix B.

STATEMENT OF SCHOLARSHIPS, 1891-92.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	District Funds	2,472	2,429	43	...
	Municipal Funds	230	288	...	58
	Other sources, Government of India ...	168	168	...	...
	Lord Lawrence Memorial Fund ...	600	600	...	...
	Wace Scholarship Fund	165	...	165	...
	Total	3,635	3,485	150	...
Number of holders of.	Government Open Scholarships ...	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarship	1	...	1	...
	Stipends from District and Municipal Funds	30	32	...	2
	Total	38	39	...	1

Appendix C.

RESULTS OF EXAMINATION, 1891-92.

		1891-92.	1890-91.	Increase.	Decrease.
		No.	No.	No.	No.
Veterinary Assistants	Candidates	43	44	...	1
	Passes	31	37	...	6
	Total	74	81	...	7

Appendix J.

Report on the Veterinary College, Lahore.

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH THAT OF LAST YEAR AT THE CLOSE OF THE YEAR 1891-92.

	1891-92.	1890-91.	Increase.	Decrease.
First year students	54	45	9	...
Second year students (Final Class)	43	38	5	...
Total ...	97	83	14	...

APPENDIX K.

Appendix K.

Report on the Mayo School of Art.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1891-92.

Changes in the School Staff.

On return from a furlough of 18 months I resumed charge of my duties as Principal on the 20th October, 1891, relieving Mr. Fred. Henry Andrews, who reverted to his substantive appointment as Vice-Principal.

Rám Singh, Assistant Master, is still in England, engaged on the decorations of the New Banquetting Hall at Osborne House for Her Majesty the Queen Empress, and Gurdit Singh continues to officiate for him.

I may be allowed to mention here that Her Majesty has been pleased to express high approval of the elaborate and beautiful work which Bhái Rám Singh has done at Osborne.

Number of students.

The number of enrolled students on the 31st March, 1892, was 134, and the average daily attendance 114, against a record of 117 and a daily average of 94 in the previous year. This increase of 17 on the books and of 20 in the daily attendance is partly due to the fact that seven stipendiary students from the Gwálior State, one youth from Jhang District Board, one from the Municipality, Bhera, and three from Amritsar Municipality, have joined the School during the year.

The distribution with regard to subjects was as follows :—

I Division.—Forty-eight boys learn elementary drawing from the flat; model drawing; and 20 of these divide their time in wood-working and these subjects.

II Division.—Thirty-five boys learn plane geometry, perspective, architectural and model drawing, drawing from nature, light, and shade, elements of colour; and 25 of these divide their time in wood-working and these subjects.

III Division.—Thirty boys learn advanced geometry, advanced perspective, sciography, advanced light and shade, constructive and decorative design, lithography; and 12 of these combine wood-working with the above subjects, and 13 also practise surveying.

IV Division.—Eight students learn applied designs and modelling in clay and plaster.

V Division.—Thirteen students learn engineering, drawing, estimating, surveying. (Punjab University Class transferred to this School in 1888).

The practice of surveying has been introduced into the School proper from January last. A knowledge of surveying is of great advantage to young men seeking employment in subordinate situations in the Public Works and other Departments. Most of the students are eager for admission into this class, which has come to be regarded as a sort of prize for proficiency in Geometry and Mensuration.

Expenditure.

The following statement will show the amount expended during the year :—

ESTABLISHMENT AND CONTINGENCIES.

	Rs.
From the Provincial Fund	14,520

From Punjab University for the Engineering Class from the sources :—

	Rs.
Provincial Revenues	268
District Fund	21
Municipal Fund	31
Fees	42
Subscriptions	55
Endowments and other sources...	244
Total ...	15,181

Appendix K.

Report on the Mayo School of Art.

SCHOLARSHIPS.

The following scholarships have been held during the year :—

		Rs.
From the Provincial Fund, 30 stipends ranging in value from Re. 1 to Rs. 10		1,690
From the District Fund, 7—		
1	Siálkot District Board	88
1	Gujrát ditto	30
1	Sháhpur ditto	84
2	Amritsar ditto	109
1	Jullundur ditto	66
1	Jhang ditto	29
	Total	406
From the Municipal Fund, 16—		
12	Amritsar Municipality, ...	878
1	Chiniot Municipality, Jhang District	72
2	Gujránwála Municipality	107
1	Bhera Municipality, Sháhpur District	22
	Total ...	1,079
John Lawrence scholarships, 3 in number		450
From Native States—Gwálior, 7 stipends		70

The Punjab University has contributed towards the Engineering Class scholarships, four in number, from the sources below :—

	Rs.
Provincial	89
District Fund	8
Municipal Fund	10
Subscriptions	18
Endowments and other sources...	79
Total ...	204

FURNITURE, &c.

Engineering Class expenditure by the Punjab University from the following sources on furniture :—

	Rs.
Provincial	34
District Fund	3
Municipal Fund	4
Subscriptions	7
Endowments and other sources	31
Total ...	79

The total expenditure during the year from all sources has been Rs. 19,159, or Rs. 4,055 more than the previous year. This increase in the expenditure is merely owing to the Principal's having returned from furlough.

Success of students in obtaining employment.

Qamar Dín, a stipendiary pupil in the III Division, was appointed as Designer and Draftsman in the Executive Engineer's Office, Lahore, on Rs. 35 a month; Sohan Singh, a stipendiary pupil from Gujrát, was appointed as Surveyor in the Frontier Railway Survey, Mid-Indus Division, on Rs. 50 a month; Rahím Bakhsh was taken as a Draftsman on Rs. 25 a month at Ferozepore in the Public Works Department. Bánkawar, a non-stipendiary pupil from Delhi, was appointed as a Drawing Master of the Industrial School at Delhi on Rs. 30 a month.

Two other advanced students—Ahmad Dín and 'Abdullah—have left the School in search of employment, and no information has reached this office as to their success yet. The former was a John Lawrence Scholarship-holder, whose term expired on 1st March last, and the latter was a School stipendiary pupil in the Modelling Class, who had attained some proficiency in modelling ornament in relief. Múlráj, from the Engineering Class, was appointed as a Surveyor in the Public Works Department, Karnál.

Appendix K.

Report on the Mayo School of Art.

The majority of the students who come to this School are illiterate, being most of them sons of artizans. This is a serious drawback to their success in life. Their ignorance of the English language keeps them behind many who are inferior to them in artistic and practical attainments, but who can write and speak English. We find it absolutely necessary to impart some general instruction to the most backward of these boys, in order that they may be enabled to follow the courses of Geometry, Mensuration, &c., that are essential to their progress. Strictly speaking, this is no business of ours; but I am unable to see a way out of it. A few attend the Night School in the city, and all our boys are exhorted to avail themselves of this and similar advantages.

Attainments of students on joining, and their progress.

Mr. Andrews, Vice-Principal, inspected the Industrial School at Amritsar, and took part with me in the examination of the Railway Technical School. I inspected the Elementary Technical School maintained by the Municipal Committee of Delhi, and the results were communicated to the Director of Public Instruction.

Outside Schools.

Three scholarships falling vacant, a competition was held in which all the advanced division took part. The work produced on this occasion, especially in the class of the original design, was of remarkable promise. The names of the winners will be submitted to the Director for sanction in due course.

Competition for the John Lawernce Scholarships.

Three students will go up this year from the Engineering Class for the May Examination of the Punjab University. I regret that it has not been found possible to provide for a teacher of higher accomplishment than the present holder of the post.

Púnjab University Engineering Examination.

For use in drawing teaching in Industrial Schools a second book of 8 free-hand drawing copy sheets, and one of 8 sheets of lessons on drawing, to scale both of large size, have been prepared and lithographed. In modelling and plaster work may be mentioned decorative friezes and mantle-pieces for the new rooms in the School and details to be used in the new Museum. During the autumn vacation, Munshí Sher Muhammad, Assistant Teacher in the School, with one or two students, decorated the chancel of Christ Church, Simla, in oil colour, from designs furnished by the Venerable Archdeacon. Some designs for carpets and suggestions for wood-work have been supplied to manufacturers and artizans; and for His Highness the Rája of Faridkot designs for the decoration in colour of the Darbár Hall of that State, made under the direction of Mr. Andrews, the Vice-Principal, were furnished.

Work done outside the ordinary School course.

The School entered into possession of the new apartments arrayed and designed by the Principal and Bhái Rám Singh, Architectural Teacher, and erected by Rái Bahádur Lálá Ganga Rám, Executive Engineer, in October last, and find them well lighted, and in all respects convenient for their purpose. After the whole cost has been defrayed, there remains in the hands of the Accountant-General a balance of Rs. 1,683-0-8 to the credit of the Mayo Memorial Fund, to be applied, as occasion arises, to the purchase of fittings and other permanent properties necessary for the School.

New building.

I have to thank the staff of the School for their very cordial co-operation in the work of the year.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, FOR THE YEAR 1891-92.

No account of the Secretariat books held on commission sale by Munshí Gulábh Singh has been submitted during the year. The last account showed a balance of Rs. 1,514-4-0, being the value of books still with him, which remains unaffected (*vide* Statement No. I).

After the close of the year an account of the sales effected up to 31st March last has come in, showing a net sum of Rs. 373-11-7 due by the Contractor; and he has been called upon to remit the money at once for credit to Government. The transaction will accordingly appear in the return for the current year.

2. Of the outstanding balance of Rs. 181-14-10 from the old stock, the sum of Rs. 79-1-1 has been realized and paid into the Treasury, and the account closed, writing off the unadjusted amount, which represents value of books supplied free of charge, and those received back as worthless, and a few irrecoverable items (*vide* Statement No. III).

3. Besides this, a sum of Rs. 149-14-10, recovered from the British Museum, London, for books supplied by making an advance out of the sale proceeds of the old stock, as mentioned in para. 4 of the last year's Report, Rs. 70 on account of spare copies of Registration books supplied to the British Museum, London, and Rs. 3-6-6 realized by sale of unserviceable furniture and a stationery box, or Rs. 223-5-4 in all, was paid into the Treasury during the year.

4. At the commencement of the year there was a balance of Rs. 1,503-3-8 due on account of the Government share of copyright in the Departmental Text-Books, and the amount due for the year was Rs. 9,463-12-7, making a total of Rs. 10,967-0-3, payable by the Contractor. Of this he has paid during the year sums aggregating Rs. 7,704-9-4, leaving a balance of Rs. 3,262-6-11 outstanding against his name for copies of books published but not brought forward during the year to be stamped (*vide* Statement No. II).

5. Considerable improvement is visible in the number of copyright publications printed during the year, with the result that the dues of the Department in the shape of the Government share in those books show an unprecedented rise from Rs. 6,519-11-10 to Rs. 9,463-12-7 (*vide* Statement No. II of this and No. III of the previous year's Report.)

6. Sixty-nine text-books, or editions, were published during the year, with an average of about 9,500 copies to each edition.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL, 1891, TO 31ST MARCH, 1892.

(I). *Account of Secretariat Books held on Commission Sale.*

CREDIT.	Total. Rs.	a.	p.	DEBIT.	Total. Rs.	a.	p.
Payments made during the year ...	...	...	...	Balance on 31st March, 1891 ...	1,514	4	0
Balance due ...	1,514	4	0				
Total ...	1,514	4	0	Total ...	1,514	4	0

(II) *Account of Government Share of Copyright in the Departmental Text-Books published by the Contractor.*

Payments made during the year ...	7,704	9	4	Balance on 31st March 1891 ...	1,503	3	8
Balance due ...	3,262	6	11	Government share of copyright in books published by the Contractor during the year	9,463	12	7
Total ...	10,967	0	3	Total ...	10,967	0	3

LAHORE:
The 20th May, 1892.

RAM KISHAN,
Registrar, Education Department.

Appendix L.
Registration and Text-Book Department.

No. III.

STATEMENT SHOWING THE ACCOUNT OF SALE OF THE OLD STOCK OF THE LATE BOOK DEPÔT, PUNJAB, FOR THE YEAR 1891-92.

Credit.	Total.			Debit.	Total.		
	Rs.	a.	p.		Rs.	a.	p.
Balance (outstanding) on the 31*st* March, 1891	181	14	10	Payment made during the year	79	1	1
				Unadjusted balance written off	102	13	9
Total ..	181	14	10	Total ...	181	14	10

LAHORE:
The 20th May, 1892.

RAM KISHAN,
Registrar, Education Department.

APPENDIX M.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1891-92.

Membership and Meetings.

During the year under report Mr. E. S. Robertson left India, and the vacancy was filled by the re-appointment of Mr. J. L. Kipling, C. I. E. Two vacancies caused in 1890-91 were filled up by the University during the year, the nominees being Dr. C. R. Stülpnagel (since deceased) and Bábú Sasí Bhushan Mukarjí, Professor, Government College, Lahore. The majority of the members of the Committee have actively co-operated in the work of the year in some way or other, but there are a few who apparently take no interest in the Committee's affairs. More progress has been made in the preparation and actual publication and prescription of new text-books than in any single year previous to the one under report—a result due largely to the efforts of the Director of Public Instruction, with whom it rests to introduce new books into the Scheme of Studies. Formerly it was the practice to keep the manuscript of a new book in hand until it had undergone all sorts of criticism, much of which was often purely theoretical. The passing of a manuscript from hand to hand took much time, and hence the issue of text-books that were urgently required was often long delayed. The present practice whereby, after criticism and correction by a few experts have been obtained, a preliminary edition of a book is printed off is a better one, for it enables the Committee as soon as possible to call for the opinions and suggestions of skilled teachers who have used the book and can base their views upon their experience. This change of procedure has rendered it unnecessary to call the General Committee together as often as formerly, and there were only two meetings during the year. There were 17 Sub-Committee meetings as against 19 last year; but a comparison of the proceedings with those of 1890-91 will show that much more work was done in the way of preparing new text-books. The general character of Vernacular text-books prepared by private agency and submitted for patronage is still far from satisfactory, but year by year there is evident progress, and some have been submitted during the year which in matter and printing are nearly as good as the Departmental books. This is itself a result of the Committee's labours of past years, and the fact that such books can now be encouraged by the liberal purchase of copies will induce more rapid progress in the future. No text-book that is at once useful and well printed need now lack encouragement, and it is chiefly in this indirect way that the Committee can discourage the production of such worthless and pernicious text-books as still find ready purchasers.

General review of work.

2. The English Sub-Committee took in hand the revision of the Punjab Series of English Readers. The Urdú Sub-Committee, in addition to completing the Punjab Series of Urdú Readers, prepared Courses of Reading for the three classes of Middle Schools, took in hand the preparation of a series of Agricultural Readers for Zamíndárí Schools, the revision of the Course of Reading in Urdú for Normal Schools, and the preparation of Urdú Copy-books and Copyslips. The translations into Urdú of the various Courses of Physical Training were published during the year. The Technical Sub-Committee arranged for the Departmental text-books of Algebra and Euclid being thoroughly revised with a view to bring them up to the level of modern English text-books prepared; a Mensuration Manual for Middle Schools, and arranged with the Punjab Science Institute for the manufacture in their workshop of some Science apparatus. They also arranged for the lithographing of illustrations for the Fourth Urdú Reader. These illustrations were prepared in the Mayo School of Industrial Art and approved by the Committee. This Sub-Committee also took in hand the preparation of an Elementary Text-Book on Domestic Economy.

The Gurmukhí Sub-Committee revised the entire Scheme of Studies for Gurmukhí Girls' Schools; translated the *Good House-Mother*, Parts I and II, and the *Way to Health*, and three District Geographical Readers, and adopted a Punjábí Course for the Zamíndárí Class of Normal Schools. The Hindí and Sanskrit Sub-Committee, in addition to overhauling the Scheme of Studies for Hindí Girls' Schools, translated the *Good House-Mother*, Parts I and II, and the *Way to Health*, and took in hand the translations of the Fourth and Fifth Urdú Readers; the Hindí Primer,

Appendix M. Punjab Text-Book Committee.

and the Second Hindí Reader were also revised and printed off. The History and Geography Sub-Committee, in addition to taking steps to improve the quality of the Punjab series of maps, took in hand the preparation of a series of Geographical Readers on the model of books on the same subject recently published in England. In addition, these and other Sub-Committees disposed of a large number of works submitted for patronage. Most of them were, as usual, found unsuitable, whilst the rest were in many cases approved and patronised by the purchase of copies for School Libraries. A list of those considered and approved, and a list of those prescribed for School Libraries are appended.

Reference Library and Museum.

3. Very considerable additions (as shown in the subjoined list) were made to the Reference Library during the year, and a set of apparatus for Science teaching was purchased through the Punjab Science Institute, with the double object of encouraging a local manufacture and providing specimens for exhibition to School Managers and Teachers. Lists of additional apparatus suitable for exhibition have also been prepared. The special purposes served by the Library, as distinct from an ordinary public library, are yearly becoming more manifest. It is essential to the Committee's work; it is freely used by the members of the staffs of the local Colleges and Schools, as well as by advanced students and by members of the Committee; there is no limit, as in the case of a public library, to the number of books that may be lent out to any one engaged in compiling a text-book; and any new text-book useful for educational purposes is at once obtained. There is no other library in the Province which could serve these ends. It has also proved useful in connection with the fixing of University Courses of Reading. During the year a more convenient classification of its contents has been adopted, and a new "ex libris," designed in the Lahore School of Art, brought into use.

Funds.

4. That the income for the year (including last year's balance) exceeded the expenditure by Rs. 5,851-9-7. It has not been possible to submit the Auditor's report, as the gentleman nominated by the Committee was unable to undertake the work. The balance at present available will be largely utilised during the current year in remunerating authors and compilers for the numerous books just completed or now in hand.

Work in other Provinces.

5. As regards work in other Provinces, I have little to report. In Madras, a Committee, based on principles similar to our own, has been established. Endeavour has been made to keep the Reference Library supplied with copies of new text-books introduced in other parts of India.

List of Books considered and approved.

No.	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
	A large number placed in the Reference Library.	
	Mathematics, Science, and Technical Education.	
1	*Agricultural Primer*, by Munshí Nathú Rám.	To replace Fuller's *Manual of Agriculture* in the 5th Primary Class.
2	*Guldasta-i Zara'at* ...	Prescribed for the 5th Class of Zamíndárí Schools pending the preparation of the Departmental text-book.
3	*Mensuration Manual*, by Lála Amír Chand.	

No.	Name of Book and Author.	Remarks.
4	*Trigonometry of one Angle*, by Lock.	Placed in the Reference Library of the Text-Book Committee.
5	*Euclid Books I and II*, by Todhunter.	
6	*Progressive Euclid Books I and II*, by A. T. Richardson.	
7	*Hisáb ki Kitáb*, by Bábú Atmá Rám.	
8	*Ta'lím Uqlaidas*, by M. Rámjí Mal and Rameshwarí Parshád.	
9	*Book-Keeping*, by K. R. Sabra Maniaiyar, B.A., Madras.	Recommended as an alternative text-book in the Commercial and Clerical Course.
	Urdu Language and Literature.	
10	Urdú ká Qá'ida, Part II ...	For the Infant Class of Primary Schools.
11	*Urdú ki Pánchwín Kitáb*, by Colonel Holroyd.	For 4th Class, Upper Primary.
12	*Urdú ki Ohhatti Kitáb*, by Lála Súraj Naráin.	
13	Urdú Copybook and Slips prepared in the Central Training College.	For the Primary Classes.
14	*Quwat-i-Kahrubai*, translated by P. Telú Rám.	Patronised by the purchase of 250 copies for distribution among School Libraries.
15	*Urdú Course for 1st Class of Middle Schools*, by Lála Rám Kishan, Amar Chand, and Mirza Beg.	Published and prescribed.
16	*Ditto for 2nd Class of Middle Schools.*	
17	*Ditto for 3rd Class of Middle Schools.*	
18	*Díwán-i-Zang*, annotated and edited by M. Muhammad Husain, Azád.	Patronised by the purchase of 100 copies for distribution among School Libraries.
	History and Geography.	
19	*A Student's History of England*, by Gardiner, with Companion Atlas.	Patronised by the purchase of copies for distribution among School and College Libraries.
20	Longmans' *School Geography of India and Ceylon.*	
21	Keene's *Text-Book of Indian History.*	Patronised by the purchase of copies for distribution among School and College Libraries.
22	*Victorian Half Century*, by Miss Yonge.	
23	Longmans' *New Atlas* ...	

Appendix M.

Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
24	Meiklejohn's *History of England*, 2 vols.	Patronised by the purchase of copies for School and College Libraries.
25	Chisholm's *Commercial Geography*	
26	*Map Drawing*, by Cardwell ...	
27	*Human Physiology Charts*, by Messrs. Ruddiman Johnston, London.	
28	*Natural History Charts*, by do. do	
29	*Class Lesson Maps : World Series*, by do. do.	
30	*Map of the Pacific*, by do. do. ...	
31	Bacon's *Excelsior Maps* ...	Highly commended.
32	*Bhugol Punjab*, by Muní Rám ...	For the 3rd Primary Class of Girls' Schools.
	Hindi and Sanskrit.	
33	Hindí Translation of Mrs. Steel's *Good House-Mother*, Part I, by Miss Bose.	For the 1st and 2nd Middle Classes of Girls' Schools.
34	Hindí Translation of Mrs. Steel's *Good House-Mother*, Part II, by Pandit Bhánú Datta.	
35	Hindí Translation of *Way to Health*, by Pandit Bhánú Datta.	For the 5th Primary Class of Girls' Schools.
36	*The Panchasiddhantika of Varahamihera.*	Patronised by the purchase of a few copies by Government.
37	*Practical Sanskrit English Dictionary*, by Apte.	Patronised by the purchase of copies for distribution among School and College Libraries.
38	*Ujar Gám :* Hindí version of Goldsmith's *Deserted Village*, by Srídhar Pathaka.	
39	*Hindí Ramayana* in 8 parts, by Shiám Lál.	
40	*Nit-op-desh*, by Pandit Káshí Náth, Khetrí.	
41	*Rám Charitra Manusa*, by Sáhib Prasád Singh.	
42	*Ramayana :* translated into English by M. N. Datta.	
43	*Ashtaddhayi of Pannini :* translated by Bábu S. C. Basú.	For the Reference Library of the Text-Book Committee.
44	*Cappeller's Sanskrit English Dictionary.*	

No.	Name of Book and Author.	Remarks.
	Gurmukhí.	
45	*Gurmukhí Primer*, by Bháí Charat Singh.	Prescribed as an alternative text-book with Bháí Hazára Singh's Primer.
46	Gurmukhí Translation of Mrs. Steel's *Good House-Mother*, Part I, by Bháí Sardúl Singh.	For the 1st and 2nd Middle Classes of Girls' Schools.
47	Ditto ditto of Mrs. Steel's *Good House-Mother*, Part II, by Bháí Sardúl Singh.	
48	Gurmukhí Translation of *Way to Health*, by Pandit Bhánu Datta.	For the 5th Class of Primary Schools.
49	The Course of Reading in Gurmukhí for the Zamíndárí Class in Normal Schools, by Pandit Bhánú Datta.	Approved and prescribed.
50	Translation into Gurmukhí of the District Geography of Lahore, by Hazára Singh.	For the 2nd Class of Primary Schools for Girls.
51	Do. do. Gujránwála by do.	
52	Do. do. Ráwalpindí, by do.	
53	*The Bostán* translated into Gurmukhí by Bháí Hazára Singh.	Patronised by the purchase of 50 copies for distribution among School Libraries.
	Arabic and Persian.	
1	*Lughát-i-Firozí*, by Maulaví Ferozeud-dín, of Siálkot.	Patronised by the purchase of 200 copies for distribution among School Libraries.
2	*Miftah-ul-Saraf*, by Munshí Umrud-dín, M.A., and Maulaví Muhammad Dín, M.O.L.	Prescribed for use in Primary Schools.

Text-Books and other works completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal	Remarks.
1	*Revision of the English Readers, Punjab Series.*	Is being carried out.
2	*Revision of the Urdú Reading Books*	Nearly completed.
3	*Fifth Urdú Reader* ...	Published and prescribed.

Appendix M.

Punjab Text-Book Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
4	*Sixth Urdú Reader* ...	Published and prescribed.
5	*Seventh Urdú Reader* ...	In the Press.
6	*Eighth Urdú Reader* ...	Under preparation.
7	*Urdú ka Qá'ida, Part II* ...	Published and prescribed.
8	*Agricultural Primer*, by Munshí Nathú Rám.	Ditto.
9	*Revision of the entire Scheme of Studies for Hindí Girls' Schools.*	Completed.
10	*Revision of the entire Scheme of Studies for Gurmukhí Girls' Schools.*	Ditto.
11	Translation into Hindí of *Sughar Bíbí, Part I.*	Published and prescribed.
12	Translation into Hindí of *Sughar Bíbí, Part II.*	Ditto.
13	Translation into Hindí of *Way to Health.*	Ditto.
14	Translation into Gurmukhí of *Way to Health.*	Ditto.
15	Translation into Gurmukhí of *Sughar Bíbí, Part I.*	Ditto.
16	Translation into Gurmukhí of *Sughar Bíbí, Part II.*	Ditto.
17	*Punjábí Course for Zamíndári Schools*	Ditto.
18	*Miftah-ul-Saraf* (Elementary Persian Grammar).	Ditto.
19	Translation into Gurmukhí of the *District Geography of Gujránwála.*	Ditto.
20	Translation into Gurmukhí of the *District Geography of Lahore.*	Ditto.
21	Translation into Gurmukhí of the *District Geography of Ráwalpindi.*	Ditto.
22	*Illustrations for the Fourth Urdú Reader.*	Approved.
23	*Text-Book of Mechanical Powers* ...	Under preparation.
24	Development of Vernacular Literature.	Lists of books suitable for translation are under preparation.
25	*Urdú Copy Slips* ...	Approved of.
26	*Shabdarath Bhanu* (A Sanskrit Hindí Dictionary).	Under revision.
27	*Mensuration Manual for Middle Schools.*	Under preparation.

No.	Name of Book or Author, scheme or proposal.	Remarks.
28	Revision of the Departmental Text-Books on Euclid.	Under preparation.
29	Revision of the Departmental Text-Books on Algebra.	Ditto
30	Science Apparatus prepared in the Punjab.	Ready for exhibition in the Lahore Museum.
31	*Elementary Text-Book on Domestic Economy.*	Under preparation.
32	Translations of the Courses of Physical Training.	Published and prescribed.
33	*Urdú Middle Course for the 1st Class*	Ditto.
34	*Do. do. do. 2nd do.*	
35	*Do. do. do. 3rd do.*	
36	Revision of the *Urdú Course for Normal Schools.*	Is being carried out.
37	Proposals to illustrate the teaching of Geography in Elementary Schools of the Province, by means of Charts, etc., of Geographical Terms.	Under preparation.
38	Revision of *Hindí Primer and the Second Hindí Reader of the Punjab Series.*	Completed.
39	Translation into Hindí of the 4th and 5th Urdú Readers.	Under preparation.
40	*The Punjábí Dictionary* ...	Ditto
41	*A Manual for Normal Schools*, by Mr. F. Haden Cope.	Ditto
42	Scheme to improve the quality of the maps used in the Schools of the Province.	The maps submitted were not approved, and the Contractor was ordered to send fresh specimens.
43	*Mahájaní Arithmetic*, by Lála Piára Lál.	In the Press.
44	*New Geographical Reader of the World.*	Under preparation.
45	*New Geographical Reader of the Punjab*	Under preparation.
46	*District Geography of Pesháwar* ...	Published and prescribed.
47	*District Geography of Simla* ...	
48	*District Geography of Hazára* ...	
49	*District Geography of Dera Isma'íl Khan.* ...	
50	*District Geography of Banná* ...	
51	*District Geography of Dera Ghází Khan.*	
52	Urdú Reading Books for Agricultural Schools.	Under preparation.

APPENDIX M.—PUNJAB TEXT-BOOK COMMITTEE.

List of Books prescribed for School Libraries.

Appendix M.

Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
1	Apte's *Practical Sanskrit-English Dictionary.*	For High School Libraries.

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee has to acknowledge receipt with thanks of gifts of books, sent either direct to the Secretary or through the Director of Public Instruction, from Messrs. Macmillan and Co.; Longmans, Green and Co.; Blackie and Sons; Nelson and Co.; Ruddiman Johnston; Thacker, Spink and Co.; W. H. Allen and Co.; W. and R. Chambers; and others. Some of these Publishers had favoured the Committee with spare copies of their Catalogues, and these were distributed by the Committee to the chief Schools and Arts Colleges in the Province. It is to the interest of Publishers to bring their publications to the notice of the Committee even though they may not be prescribed as text-books.

II.—General Additions to the Library.

1. 60 Volumes on Scientific Subjects.
2. 40 Do. of English Readers.
3. 10 Hindí and Sanskrit Books.
4. 40 Books on History and Geography.
5. Complete sets of the *District Gazetteers* and Settlement Reports of the Punjab.
6. Over 60 Maps, Charts, &c., to illustrate the teaching of Geography.
7. 45 Books in Urdú and Persian Languages and Literature.
8. 10 Books on Moral Education.
9. A complete set of the back numbers of the Journal of the Royal Asiatic Society of London.
10. 55 Books of Reference.
11. 360 Works on English Language, Grammar, and Literature.
12. Over 40 Volumes of Latin and Greek Books.
13. Over 20 Volumes of French, German, and Italian Books.
14. Over 60 Works on Philosophy.
15. 6 Books on Commercial Education.
16. 50 Books on Mathematics.
17. Science Apparatus.
18. 12 Gurmukhí Books.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1891-92.—

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
				University Education.		*School Education, General.*		*School Education, Special.*							
Total Area in Square Miles.	Number of Towns* and Villages.	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
106,632	Towns ... 178 Villages .. 34,664 Total ...34,842	Males ...11,255,986 Females... 9,610,861 Total ...20,866,847	Institutions. For Males...	7	1	259	1,733	6	7	2,013	688	5,755	8,456	Institutions to number of towns and villages.	24·27
			For Females	...	...	28	313	..	...	341	...	611	952		2·73
			Total ...	7	1	287	2,046	6	7	2,354	688	6,366	9,408		27·00
			Scholars. Males ...	534	144	48,709	88,972	357	937	139,653	9,320	91,092	240,065	Male scholars to male population of school-going age.‡	14·22
			Females...	...	...	1,878	10,106	...	...	11,984	...	8,178	20,162	Female scholars to female population of school-going age.‡	1·39
			Total ...	534	144	50,587	99,078	357	937	151,637	9,320	99,270	260,227		8·31

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,24,768	60,353	7,91,393	3,89,711	57,580	74,707	14,98,512	65,375	39,872	1,65,432	1,39,080	3,40,334	44,580	1,98,637	9,93,310	26,70,499
For Females	...	...	1,07,616	71,061	...	...	1,78,677									
Total ...	1,24,768	60,353	8,99,009	4,60,772	57,580	74,707	16,77,189	65,375	39,872	1,65,432	1,39,080	3,40,334	44,580	1,98,637	9,93,310	26,70,499
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·81	5·88	15·08	2·51	6·56	5·89	42·74	2·02	4·57	16·99	7·05	21·16	1·19	4·28	57·26	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·15	·57	15·87	49·01	...	·01	65·62	·25	...	2·56	7·95	13·50	2·82	7·28	34·38	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·80	·90	57·60	16·69	·09	1·40	78·50	...	...	·48	4·40	9·17	2·32	5·12	21·50	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·67	2·26	33·66	17·25	2·16	2·80	62·80	2·45	1·49	6·19	5·21	12·74	1·67	7·44	37·20	100

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	294 15 11	346 14 1	12 1 3	13 13 10	157 4 6	73 2 5	74 10 11
	Cost to Local and Municipal Funds.	...	43 15 0	0 15 3	...	0 14 6	0 2 5	2 13 2
	Total Cost ...	375 14 11	407 12 8	41 1 7	17 9 3	158 3 0	95 10 1	99 13 7
Local Fund Schools.	Cost to Provincial Revenues ...	...	...	0 0 3	0 0 3	...	...	0 0 3
	Cost to Local Funds	...	...	5 1 4	4 1 2	...	...	4 3 4
	Total Cost ...	...	...	7 7 3	4 7 10	...	...	4 14 1
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 1 11	0 2 1	...	...	0 1 11
	Cost to Municipal Funds ..	177 10 11	...	7 9 2	4 11 5	...	23 3 6	6 13 6
	Total Cost ...	229 12 4	...	15 8 1	6 3 11	...	23 6 1	12 11 3
Aided Institutions.	Cost to Provincial Revenues ...	75 1 4	...	9 15 3	2 3 5	...	47 2 5	8 3 8
	Cost to Local and Municipal Funds.	11 3 3	...	1 4 4	0 10 4	...	1 6 5	1 3 1
	Total Cost ...	238 11 5	...	31 5 3	8 12 5	...	108 7 9	26 7 7
Unaided Institutions ...	Total Cost ...	42 12 7	...	14 4 7	6 4 9	...	...	13 2 6
All Institutions.	Cost to Provincial Revenues ...	114 1 8	346 14 1	2 10 0	0 3 1	157 4 6	55 9 2	2 9 9
	Cost to Local and Municipal Funds.	13 8 9	43 15 0	5 13 2	3 14 3	0 14 6	5 3 11	4 10 5
	Total Cost ...	239 7 8	407 12 8	17 15 1	5 1 6	158 3 0	80 12 3	11 12 3

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	139	130	120	1	23	22	22	3	211	207	180	1	89	88	64
University Education. — ARTS COLLEGES. — Oriental	...	...	...	...	...	...	...	...	1	72	74	59	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	144	148	134	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Total	2	283	278	254	1	23	22	22	4	283	281	239	1	89	88	64
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	4	1,464	968	881	20	6,734	7,260	6,176	22	6,579	6,640	5,539	8	1,862	1,701	1,456
School Education, General. — For Boys. — Middle Schools. — English	...	...	...	...	49	9,599	9,632	7,999	22	3,176	3,155	2,588	11	1,126	1,133	881
School Education, General. — For Boys. — Middle Schools. — Vernacular	...	...	...	...	122	17,914	17,570	14,601	1	255	255	216	...	...	...	...
School Education, General. — For Girls. — High Schools	2	308	290	274	...	...	...	...	4	251	233	204	...	...	...	...
School Education, General. — For Girls. — Middle Schools. — English	...	...	...	...	...	...	...	...	16	830	780	676	1	24	24	17
School Education, General. — For Girls. — Middle Schools. — Vernacular	...	...	...	...	2	124	126	108	3	341	339	228	...	...	...	...
School Education, General. — Total	6	1,772	1,258	1,155	193	34,371	34,588	28,884	68	11,432	11,402	9,451	20	3,012	2,858	2,354
School Education, General. — PRIMARY SCHOOLS — For Boys	4	335	316	264	1,659	84,646	76,918	62,990	55	3,229	3,137	2,603	15	762	674	548
School Education, General. — PRIMARY SCHOOLS — For Girls	...	...	...	...	190	6,185	5,601	4,331	116	3,746	3,636	2,763	7	175	178	131
School Education, General. — Total	4	335	316	264	1,849	90,831	82,519	67,321	171	6,975	6,773	5,366	22	937	852	679
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	357	364	349	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	1	134	123	114	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	1	85	60	46	...	...	...	...
School Education, Special. — Medical Schools	1	178	196	185	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	1	270	243	197	2	173	201	139	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	1	97	102	92	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	10	1,036	1,028	937	2	173	201	139	1	85	60	46	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	22	3,426	2,880	2,610	2,045	125,398	117,330	96,366	244	18,775	18,516	15,102	43	4,038	3,798	3,097

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian		
	(*b*). Sanskrit		
	2. *Elementary Teaching a Vernacular only or mainly*	For Boys	...
		,, Girls	...
	3. *Do. do. the Qurán**	For Boys	...
		,, Girls	...
	4. *Other Schools not conforming to Departmental Standard*	For Boys	...
		,, Girls	...
		Total ...	...
		GRAND TOTAL ...	...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	462	462	324	..	5	8	364	84	1	...	...	
1	72	52	72	22	...	...	29	43	...	...	...	
1	144	144	...	...	6	10	99	29	...	11	...	
8	678	658	396	22	11	18	492	156	1	11	...	
54	16,639	12,109	13,514	15,635	560	283	9,959	5,818	19	5	...	
82	13,901	7,009	6,771	13,866	269	171	9,008	4,395	58	46	...	
123	18,169	...	7,277	18,354	...	5	11,751	6,410	3	...	...	
6	559	559	164	181	412	141	...	...	6	...	3	
17	854	748	52	238	685	162	...	3	4	...	43	
5	465	10	101	504	...	5	333	127	...	...	...	
287	50,587	20,435	27,879	48,778	1,926	767	31,051	16,753	90	51	46	
1,733	88,972	1,178	12,917	89,625	67	113	51,293	37,335	164	27	...	(a) Forty-eight boys learn elementary drawing from flat, model drawing, and carpentry; 35 boys learn plain geometry, perspective wood-working, architectural and model drawing, drawing from nature, light and shade, and elements of colours; 30 learn advanced geometry, advanced perspective sciography, advanced light and shade, constructive and decorative designs, lithography, surveying, and wood-working; 8 boys applied designs and modelling in clay and plaster; 13 boys engineering, drawing, estimating, and surveying. (b) One hundred and seventy-six learn carpentry and drawing; 196 wood-work; 64 drawing; 5 moulding; and 36 engraving. (c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
313	10,106	81	413	10,108	71	159	5,649	4,158	69	...	33	
2,046	99,078	1,259	13,330	99,733	138	272	56,942	41,493	233	27	33	
6	357	43	264	384	...	...	232	125	...	..	...	
1	(a) 134	...	...	...	1	2	66	65	...	...	...	
1	85	72	...	13	...	...	68	16	1	...	...	
1	178	...	...	178	...	6	120	52	...	8	...	
3	(b) 443	35	12	390	...	2	185	256	...	...	...	
1	(c) 97	...	...	...	...	...	25	72	...	...	...	
13	1,294	150	276	965	1	10	696	586	1	8	...	
2,354	151,637	22,502	41,881	149,498	2,076	1,067	89,181	58,988	325	97	79	
566	7,413	...	7,124	312	...	..	320	7,091	2	...	...	
122	1,907	...	1,796	101	...	...	1,907	...	...	...	...	
1,552	35,300	41	1,080	33,984	...	321	26,059	8,714	206	75	...	
56	1,081	...	72	1,063	...	...	793	288	...	...	84	
3,912	45,777	..	42,599	1,430	...	...	865	44,871	41	804	...	
527	6,299	...	6,188	9	...	...	...	6,299	...	...	609	* The Qurán, Shástras, or other religious books by rote.
291	10,015	55	786	9,815	29	538	3,783	4,946	719	2	...	
28	798	47	23	749	26	112	219	296	145	...	9	
7,054	108,590	143	59,668	47,463	55	971	33,946	72,505	1,113	881	702	
9,408	260,227	22,645	101,549	196,961	2,131	2,038	123,127	131,493	1,438	978	781	

EDUCATION—GENERAL TABLE III (A).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1891-92.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.		Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																	
	Managed by Government.				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*													
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
School Education, General. — SECONDARY SCHOOLS.																						
For Boys. — High Schools ...	2	370	353	339	2	179	167	155	...	...	...	...	4	549	548	160	396	549	...	5	...	
For Boys. — Middle Schools—English	...	...	...	...	6	270	244	196	...	...	...	...	6	270	270	14	61	264	6	46	...	
For Girls. — High Schools ...	2	308	290	274	2	102	91	74	...	...	...	...	4	410	410	78	34	410	...	...	3	
For Girls. — Middle Schools—English	...	...	...	...	13	664	620	528	1	24	24	17	14	688	688	50	46	685	3	..	43	
Total ...	4	678	643	613	23	1,215	1,122	953	1	24	24	17	28	1,917	1,916	302	537	1,908	9	51	46	
PRIMARY SCHOOLS.																						
For Boys	...	...	...	...	2	72	50	38	...	...	...	...	2	72	72	...	...	67	5	27	...	
„ Girls	...	...	...	...	2	57	46	35	1	22	17	17	3	79	79	...	...	71	8	...	33	
Total ...	...	...	...	...	4	129	96	73	1	22	17	17	5	151	151	...	...	138	13	27	33	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	4	678	643	613	27	1,344	1,218	1,026	2	46	41	34	33	2,068	2,067	302	537	2,046	22	78	79	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard ... ... For Boys ...													2	29	29	29	...	29	...	...	...	
„ Girls ...													3	26	26	17	..	26	...	...	9	
TOTAL													5	55	55	46	...	55	...	...	9	
GRAND TOTAL													38	2,123	2,122	348	537	2,101	22	78	88	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	139	130	120	1	23	22	22	3	211	207	180	1	89	88	64
Oriental	...	...	...	...	...	...	...	...	1	72	74	59	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																
Medicine ...	1	144	148	134	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	2	283	278	254	1	23	22	22	4	283	281	239	1	89	88	64
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools / Middle Schools	2	1,094	615	542	20	6,734	7,260	6,176	20	6,400	6,473	5,384	8	1,862	1,701	1,456
For Boys. — English ...	...	...	...	...	49	9,599	9,632	7,999	16	2,906	2,911	2,392	11	1,126	1,133	881
For Boys. — Vernacular	...	...	...	...	122	17,914	17,570	14,601	1	255	255	216	...	...	...	...
For Girls. — High Schools / Middle Schools	...	...	...	...	...	...	...	...	2	149	142	130	...	...	...	...
For Girls. — English ...	...	...	...	...	...	...	...	...	3	166	160	148	...	...	...	...
For Girls. — Vernacular	...	...	...	...	2	124	126	108	3	341	339	228	...	...	...	...
Total ...	2	1,094	615	542	193	34,371	34,588	28,884	45	10,217	10,280	8,498	19	2,988	2,834	2,337
PRIMARY SCHOOLS. — For Boys ...	4	335	316	264	1,659	84,646	76,918	62,990	53	3,157	3,087	2,565	15	762	674	548
For Girls ...	...	...	...	...	190	6,185	5,601	4,331	114	3,689	3,590	2,728	6	153	161	114
Total ...	4	335	316	264	1,849	90,831	82,519	67,321	167	6,846	6,677	5,293	21	915	835	662
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	357	364	349	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	1	134	123	114	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	1	85	60	46	...	...	...	...
Medical Schools ...	1	178	196	185	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	270	243	197	2	173	201	139	...	...	...	...	...	...	...	...
Other Schools ...	1	97	102	92	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	10	1,036	1,028	937	2	173	201	139	1	85	60	46	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	18	2,748	2,237	1,997	2,045	125,398	117,330	96,366	217	17,431	17,298	14,076	41	3,992	3,757	3,063

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian															
	(*b*). Sanskrit															
	2. *Elementary Teaching a Vernacular only or mainly*												For Boys ... ... / ,, Girls			
	3. *Do. do. the Qurán**												For Boys ... ... / ,, Girls			
	4. *Other Schools not conforming to Departmental Standard* ...												For Boys ... ... / ,, Girls			
	TOTAL															
	GRAND TOTAL															

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	462	462	324	...	5	8	364	84	1	...	...	
1	72	52	72	22	...	...	29	43	...	...	...	
1	144	144	...	...	6	10	99	29	...	11	...	
8	678	658	396	22	11	18	492	156	1	11	...	
50	16,090	11,561	13,354	15,239	11	283	9,959	5,818	19	...	...	
76	13,631	6,739	6,757	13,805	5	171	9,008	4,395	52	...	...	
123	18,169	...	7,277	18,354	...	5	11,751	6,410	3	...	...	
2	149	149	86	147	2	141	...	...	6	...	...	
3	166	60	2	192	...	162	...	3	1	...	...	
5	465	10	101	504	...	5	333	127	...	...	...	
259	48,670	18,519	27,577	48,241	18	767	31,051	16,753	81	...	...	
1,731	88,900	1,106	12,917	89,625	...	113	51,293	37,335	159	...	...	
310	10,027	2	413	10,102	...	159	5,649	4,158	61	...	...	
2,041	98,927	1,108	13,330	99,733	...	272	56,942	41,493	220	...	...	
6	357	43	264	384	...	...	232	125	...	...	...	
1	(a) 134	...	...	...	1	2	66	65	...	...	...	
1	85	72	...	13	...	...	68	16	1	...	...	
1	178	...	...	178	..	6	120	52	...	8	...	
3	(b) 443	35	12	390	...	2	185	256	...	...	...	
1	(c) 97	...	..	...	...	...	25	72	...	...	...	
13	1,294	150	276	965	1	10	696	586	1	8	...	
2,321	149,569	20,435	41,579	148,961	30	1,067	89,181	58,988	303	19	...	
566	7,413	...	7,124	312	...	...	320	7,091	2	...	...	
122	1,907	...	1,796	101	...	...	1,907	...	...	...	...	
1,552	35,300	41	1,080	33,984	...	321	26,059	8,714	206	75	...	
56	1,081	...	72	1,063	...	...	793	288	...	...	84	
3,912	45,777	...	42,599	1,430	...	...	865	44,871	41	804	...	
527	6,299	...	6,188	9	...	...	...	6,299	...	...	609	
289	9,986	26	757	9,815	...	538	3,783	4,946	719	2	...	
25	772	21	6	749	...	112	219	296	145	...	...	
7,049	108,535	88	59,622	47,463	...	971	33,946	72,505	1,113	881	693	
9,370	258,104	20,523	101,201	196,424	30	2,038	123,127	131,493	1,416	900	693	

(a) Forty-eight boys learn elementary drawing from flat, model drawing, and carpentry; 35 boys learn plain geometry, perspective wood-working, architectural and model drawing, drawing from nature, light and shade, and elements of colours; 30 learn advanced geometry, advanced perspective sciography, advanced light and shade, constructive and decorative designs, lithography, surveying, and wood-working; 8 boys applied designs and modelling in clay and plaster; 13 boys engineering, drawing, estimating, and surveying.

(b) One hundred and seventy-six learn carpentry and drawing; 196 wood-work; 64 drawing; 5 moulding; and 36 engraving.

(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.

* The Qurán, Shástras, or other religious books by rote.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION.

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	38,349	...	...	10,522	...	...	48,871
University Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	51,338	3,429	3,074	2,512	...	..	60,353
Total	89,687	3,429	3,074	13,034	...	...	1,09,224
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	10,410	...	1,200	5,692	110	* 21,415	38,827
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	4,784	...	...	731	...	† 7,359	12,874
School Education, General. — For Girls — Middle Schools — English	...	..	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	..	...	...	...	...	...
Total	15,194	...	1,200	6,423	110	28,774	51,701
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,381	...	...	1,174	...	...	5,555
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	4,381	..	...	1,174	...	...	5,555
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	57,250	...	330	...	...	...	57,580
School Education, Special. — Schools of Art	14,788	21	31	42	55	244	15,181
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	13,424	22	27	...	48	210	13,731
School Education, Special. — Industrial Schools	6,309	...	...	...	...	...	6,309
School Education, Special. — Other Schools	14,053	...	...	...	...	† 14,225	28,278
Total	1,05,824	43	388	42	103	14,679	1,21,079
Buildings	1,67,918	...	...	...	26,956	...	1,94,874
Furniture and Apparatus (Special Grants only)	9,578	3	4	...	7	‡ 5,069	14,661
Total	1,77,496	3	4	...	26,963	5,069	2,09,535
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	..	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,92,582	3,475	4,666	20,673	27,176	48,522	4,97,094

* Includes Rs. 15,323
† From Imperial
‡ Includes Rs. 1,066

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,909	1,144	...	...	5,053	9,000	350	1,500	11,280	10,759	13,408	46,297
...	...	...	...	...	...	...	12,098	575	723	467	1,280	5,639	20,782
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,909	1,144	...	...	5,053	21,098	925	2,223	11,747	12,039	19,047	67,079
903	5,870	1,01,843	75,013	749	455	1,84,833	62,309	594	9,895	93,854	5,287	46,653	2,18,592
1,920	18,831	55,905	60,524	963	1,030	1,39,173	15,913	430	2,922	17,335	5,821	9,460	51,881
...	69,490	17,454	30,754	616	30	1,18,344	...	...	...	38	...	86	124
...	...	...	...	...	...	...	7,153	...	...	11,266	120	10,111	28,650
...	...	...	...	..	...	...	19,519	...	...	19,065	3,800	4,675	47,059
171	369	6,407	...	...	...	6,947	8,572	...	627	81	362	1,227	10,869
2,994	94,560	1,81,609	1,66,291	2,328	1,515	4,49,297	1,13,466	1,024	13,444	1,41,639	15,390	72,212	3,57,175
50	2,79,646	35,057	38,726	850	609	3,54,938	6,217	529	965	6,126	1,590	10,246	25,673
2,501	13,990	18,963	...	...	7	35,461	8,759	998	1,890	1,473	4,987	15,673	33,780
2,551	2,93,636	54,020	38,726	850	616	3,90,399	14,976	1,527	2,855	7,599	6,577	25,919	59,453
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,829	34	50	3,116	88	392	6,509
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,667	32	...	...	4,699	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,667	32	...	...	4,699	2,829	34	50	3,116	88	392	6,509
2,152	81,332	31,258	...	452	500	1,15,694	14,571	...	...	...	14,901	294	29,766
...	17,022	7,885	...	...	...	24,907	793	6	7	...	1,889	1,470	4,165
2,152	98,354	39,143	...	452	500	1,40,601	15,364	6	7	...	16,790	1,764	33,931
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,697	4,86,550	2,83,348	2,06,193	3,630	2,631	9,90,049	1,67,733	3,516	18,579	1,64,101	50,884	1,19,334	5,24,147

from Imperial Revenues.
Revenues.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.* — UNDER PRIVATE MANAGEMENT—*concluded.* — *Unaided.* Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. English	2,106	1,223	436	3,765
University Education. Oriental	...	...	...	...
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. Medicine	...	...	...	...
Total	2,106	1,223	436	3,765
SECONDARY SCHOOLS.				
School Education, General. For Boys — High Schools	12,937	6,294	14,040	33,271
School Education, General. For Boys — Middle Schools — English	3,131	974	2,243	6,348
School Education, General. For Boys — Middle Schools — Vernacular	...	...	...	...
School Education, General. For Girls — High Schools	...	...	...	...
School Education, General. For Girls — Middle Schools — English	431	...	786	1,217
School Education, General. For Girls — Middle Schools — Vernacular	...	...	...	...
Total	16,499	7,268	17,069	40,836
PRIMARY SCHOOLS.				
School Education, General. For Boys	980	1,232	1,333	3,545
School Education, General. For Girls	407	4	1,409	1,820
Total	1,387	1,236	2,742	5,365
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education Special. Training Schools for Masters	...	...	...	...
School Education Special. Schools of Art	...	...	...	...
School Education Special. Law Schools	...	...	...	...
School Education Special. Medical Schools	...	...	...	...
School Education Special. Industrial Schools	...	...	...	...
School Education Special. Other Schools	...	...	...	...
Total	...	...	...	...
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	847	847
Total	...	...	847	847
University	...	...	...	...
Direction	...	...	...	...
Inspection	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...
Scholarships held in Professional Colleges	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...
Scholarships held in Special Schools other than Training Schools.	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	19,992	9,727	21,094	50,813

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
47,349	350	5,409	25,052	25,826	1,03,986	
12,098	575	723	467	6,919	20,782	
51,338	3,429	3,074	2,512	...	60,353	
1,10,785	4,354	9,206	28,031	32,745	1,85,121	
73,622	6,464	1,12,938	1,87,496	*95,003	4,75,523	* Includes Rs. 15,323 from Imperial Revenues.
17,833	19,261	58,827	80,990	20,491	1,97,402	
...	69,490	17,454	30,792	732	1,18,468	
11,937	...	...	11,997	†17,590	41,524	† Includes Rs. 7,359 from Imperial Revenues.
19,519	...	...	19,496	9,261	48,276	
8,743	369	7,034	81	1,589	17,816	
1,31,654	95,584	1,96,253	3,30,852	1,44,666	8,99 069	
10,648	2,80,175	36,022	47,006	15,860	3,89,711	
11,260	14,988	20,853	1,880	22,080	71,061	
21,908	2,95,163	56,875	48,886	37,940	4,60,772	
57,250	...	330	...	....	57,580	
14,788	21	31	42	299	15,181	
2,829	34	50	3,116	480	6,509	
13,424	22	27	...	258	13,731	
6,309	...	4,667	32	...	11,008	
14,053	...	...	...	‡14,225	28,278	‡ From Imperial Revenues.
1,08,653	77	5,105	3,190	15,262	1,32,287	
1,84,641	81,332	31.258	...	43,103	3,40,334	
10,371	17,031	7,896	...	§9,282	44,580	§ Includes Rs 1,066 from Imperial Revenues.
1,95,012	98,363	39,154	...	52,385	3,84,914	
17,662	1,512	...	37,735	8,466	‖65,375	‖ Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
39,872	...	...	...	...	39,872	
1,48,328	15,422	1,630	...	52	1,65,432	
15,098	634	2,085	...	2,979	20,796	
7,743	565	863	...	2,179	11,350	
12.387	41,812	10,852	...	3,894	68.945	
12.728	228	24	...	879	13,859	
13,564	4,654	1,190	...	¶4,722	24,130	¶ Includes Rs. 168 from Imperial Revenues.
37,365	43,839	17,449	...	**99,984	1,98,637	** Includes Rs. 94,264 from Imperial Revenues.
3,04,747	1,08,666	34,093	37,735	1,23,155	6,08,396	
8,72,759	6,02,207	3,40,686	4,48,694	4,06,153	26,70,499	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC
			UNDER PUBLIC MANAGEMENT.
			Managed by Government.
			Provincial Revenues.
			Fees.
			Endowments and other sources.
			Total.
1			2
			3
			4
			5
School Education, General.	SECONDARY SCHOOLS.		Rs.
			Rs.
			Rs.
			Rs.
	For Boys	High Schools	6,252
			1,462
			(a) 15,323
			23,037
		Middle Schools—English	...
			...
			...
			...
	For Girls	High Schools	4,784
			731
			(a) 7,359
			12,874
		Middle Schools—English	...
			...
			...
			...
		Total ...	11,036
			2,193
			22,682
			35,911
	PRIMARY SCHOOLS.		
	For Boys		...
			...
			...
			...
	For Girls		...
			...
			...
			...
		Total ...	...
			...
			...
			...
	Buildings		91,984
			...
			...
			91,984
	Furniture and Apparatus (Special Grants only)		...
			...
			(a) 1,066
			1,066
		Total ...	91,984
			...
			1,066
			93,050
	Scholarships held in Secondary Schools		...
			...
			...
			...
	Miscellaneous		...
			...
			...
			...
		Total ...	...
			...
			...
			...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...		1,03,020
			2,193
			23,748
			1,28,961

(a) From Imperial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,500	19,346	103	4,471	32,420	..	...	...	...	14,752	20,808	*19,897	55,457	* Includes Rs. 15,323 from Imperial Revenues.
7,608	5,451	2,779	2,483	18,321	...	...	...	...	7,608	5,451	5,262	18,321	
3,933	9,194	...	...	13,127	...	...	...	...	8,717	9,925	†7,359	26,001	† From Imperial Revenues.
17,888	19,065	3,800	323	41,076	431	...	786	1,217	17,888	19,496	4,909	42,293	
37,929	53,056	6,682	7,277	1,04,944	431	...	786	1,217	48,965	55,680	37,427	1,42,072	
1,698	939	...	1,555	4,192	...	...	...	...	1,698	939	1,555	4,192	
850	1,473	497	313	3,133	407	4	74	485	850	1,880	888	3,618	
2,548	2,412	497	1,868	7,325	407	4	74	485	2,548	2,819	2,443	7,810	
14,544	...	891	294	15,729	...	...	...	...	1,06,528	...	1,185	1,07,713	
170	...	1,080	270	1,520	...	...	...	...	170	...	‡2,416	2,586	‡ Includes Rs. 1,066 from Imperial Revenues.
14,714	...	1,971	564	17,249	...	...	...	...	1,06,698	...	3,601	1,10,299	
...	...	...	...	...	...	...	...	...	1,623	...	130	1,753	
..	...	...	...	...	...	...	...	...	12,138	...	§94,264	1,06,402	§ From Imperial Revenues.
...	...	...	...	...	...	...	...	...	13,761	...	94,394	1,08,155	
55,191	55,468	9,150	9,709	1,29,518	838	4	860	1,702	1,71,972	58,499	1,37,865	3,68,336	

Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC				
			UNDER PUBLIC				
			Managed by				
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1			2	3	4	5	6
	ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English		38,349	...	...	10,522	...
	Oriental		...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Medicine		51,338	3,429	3,074	2,512	...
		Total	89,687	3,429	3,074	13,034	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys — High Schools		4,158	...	1,200	4,230	110
	For Boys — Middle Schools — English		...	...	...	...	...
	For Boys — Middle Schools — Vernacular		...	...	...	...	...
	For Girls — High Schools		...	...	...	...	...
	For Girls — Middle Schools — English		...	...	...	...	...
	For Girls — Middle Schools — Vernacular		...	...	...	...	...
		Total	4,158	...	1,200	4,230	110
	PRIMARY SCHOOLS.						
	For Boys		4,381	...	...	1,174	...
	For Girls		...	...	...	...	...
		Total	4,381	..	...	1,174	...
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters		57,250	...	330	...	...
	Schools of Art		14,788	21	31	42	55
	Law Schools		...	...	...	...	...
	Medical Schools		13,424	22	27	...	48
	Industrial Schools		6,309	...	...	...	...
	Other Schools		14,053	...	...	...	...
		Total	1,05,824	43	388	42	103
Buildings			75,934	...	...	...	26,956
Furniture and Apparatus (Special Grants only)			9,578	3	4	...	7
		Total	85,512	3	4	...	26,963
Scholarships held in	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools		...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			2,89,562	3,475	4,666	18,480	27,176

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.

MANAGEMENT.

Government		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	48,871	...	...	3,909	1,144	...	...	5,053
...	...	...	...	...	...	...	...	...
...	60,353	...	...	...	...	...	...	...
...	1,09,224	...	...	3,909	1,144	...	...	5,053
6,092	15,790	903	5,870	1,01,843	75,013	749	455	1,84,833
...	...	1,920	18,831	55,905	60,524	963	1,030	1,39,173
...	...	...	69,490	17,454	30,754	616	30	1,18,344
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	171	369	6,407	...	...	...	6,947
6,092	15,790	2,994	94,560	1,81,609	1,66,291	2,328	1,515	4,49,297
...	5,555	50	2,79,646	35,057	38,726	850	609	3,54,938
...	...	2,501	13,990	18,963	...	...	7	35,461
...	5,555	2,551	2,93,636	54,020	38,726	850	616	3,90,399
...	57,580	...	...	...	...	...	...	...
244	15,181	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
210	13,731	...	...	...	...	...	...	...
...	6,309	...	...	4,667	32	...	...	4,699
14,225	28,278	...	...	...	...	...	...	...
14,679	1,21,079	...	...	4,667	32	...	...	4,699
...	1,02,890	2,152	81,382	31,258	...	452	500	1,15,694
4,003	13,598	...	17,022	7,885	...	...	...	24,907
4,003	1,16,488	2,152	98,354	39,143	...	452	500	1,40,601
...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
24,774	3,68,133	7,697	4,86,550	2,83,348	2,06,193	3,630	2,631	9,90,049

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	9,000	350	1,500	11,280	10,759	13,408	46,297
University Education. — Oriental	12,098	575	723	467	1,280	5,639	20,782
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	...	...	...	...	...	...	...
Total	21,098	925	2,223	11,747	12,039	19,047	67,079
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	53,809	594	9,895	74,508	5,184	42,182	1,86,172
School Education, General. — For Boys — Middle Schools — English	8,305	430	2,922	11,884	3,042	6,977	33,560
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	38	...	86	124
School Education, General. — For Girls — High Schools	3,220	...	...	2,072	120	10,111	15,523
School Education, General. — For Girls — Middle Schools — English	1,631	...	...	...	...	4,352	5,983
School Education, General. — For Girls — Middle Schools — Vernacular	8,572	...	627	81	362	1,227	10,869
Total	75,537	1,024	13,444	88,583	8,708	64,935	2,52,231
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,519	529	965	5,187	1,590	8,691	21,481
School Education, General. — For Girls	7,909	998	1,890	...	4,490	15,360	30,647
Total	12,428	1,527	2,855	5,187	6,080	24,051	52,128
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Law Schools	2,829	34	50	3,116	88	392	6,509
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...
Total	2,829	34	50	3,116	88	392	6,509
Buildings	27	...	...	...	14,010	...	14,037
Furniture and Apparatus (Special Grants only)	622	6	7	...	809	1,200	2,645
Total	650	6	7	...	14,819	1,200	16,682
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	..	...	...	...	...
Miscellaneous	...	...	...	...	...	...	..
Total	...	...	...	...	...	..	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,12,542	3,516	18,579	1,08,633	41,734	1,09,625	3,94,629

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

TIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM					GRAND TOTAL.	REMARKS.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues,	Local Funds.	Municipal Funds,	Fees.	All other sources,		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,106	1,223	436	3,765	47,349	350	5,409	25,052	25,826	1,03,986	
...	...	...	...	12,098	575	723	467	6,919	20,782	
...	...	...	...	51,338	3,429	3,074	2,512	...	60,353	
2,106	1,223	436	3,765	1,10,785	4,354	9,206	28,031	32,745	1,85,121	
12,937	6,294	14,040	33,271	58,870	6,464	1,12,938	1,66,688	75,106	4,20,066	
3,131	974	2,243	6,348	10,225	19,261	58,827	75,539	15,229	1,79,081	
...	...	...	...	...	69,490	17,454	30,792	732	1,18,468	
...	...	...	...	3,220	...	...	2,072	10,231	15,523	
...	...	...	...	1,631	...	...	...	4,352	5,983	
...	...	...	...	8,743	369	7,034	81	1,589	17,816	
16,068	7,268	16,283	39,619	82,689	95,584	1,96,253	2,75,172	1,07,239	7,56,937	
980	1,232	1,333	3,545	8,950	2,80,175	36,022	46,067	14,305	3,85,519	
...	...	1,335	1,335	10,410	14,988	20,853	...	21,192	67,443	
980	1,232	2,668	4,880	19,360	2,95,163	56,875	46,067	35,497	4,52,962	
...	...	...	...	57,250	...	330	...	...	57,580	
...	...	...	...	14,788	21	31	42	299	15,181	
...	...	...	...	2,829	34	50	3,116	480	6,509	
...	...	...	...	13,424	22	27	...	258	13,731	
...	...	...	...	6,309	...	4,667	32	...	11,008	
...	...	...	...	14,053	...	...	...	14,225	28,278	
...	...	...	...	1,08,653	77	5,105	3,190	15,262	1,32,287	
...	...	...	...	78,113	81,332	31,258	...	41,918	2,32,621	
...	...	847	847	10,201	17,031	7,896	...	6,866	41,994	
...	...	847	847	88,314	98,363	39,154	...	48,784	2,74,615	
...	...	...	...	15,098	634	2,085	...	2,979	20,796	
...	...	...	...	7,743	565	863	...	2,179	11,350	
...	...	...	...	10,764	41,812	10,852	...	3,764	67,192	
...	...	...	...	12,728	228	24	...	879	13,859	
...	...	...	...	13,564	4,654	1,190	...	*4,722	24,130	
...	...	...	...	25,227	43,839	17,449	...	5,720	92,235	
...	...	...	...	85,124	91,732	32,463	...	20,243	2,29,562	
19,154	9,723	20,234	49,111	4,94,925	5,85,273	3,39,056	3,52,460	2,59,770	20,31,484	

* Includes Rs. 168 from Imperial Revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

	CLASS OF SCHOOLS.		Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.* 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS.									
For Boys.	Government	English	4	1,464	189	...	189	360	...	360
	Local Fund	English	6	1,096	11	...	11	280	...	280
		Vernacular	71	9,915	...	...	...	2,430	...	2,430
	Municipal	English	63	15,237	738	...	738	3,814	...	3,814
		Vernacular	51	7,999	...	...	...	1,626	...	1,626
	Aided	English	43	9,699	786	2	788	2,254	12	2,266
		Vernacular	2	311	56	...	56	45	...	45
	Unaided	English	19	2,988	281	...	281	827	...	827
	Total		259	48,709	2,061	2	2,063	11,636	12	11,648
For Girls.	Government	English	2	308	...	17	17	...	82	82
	Local Fund	Vernacular	1	47	...	...	...	...	6	6
	Municipal	Vernacular	1	77	...	...	...	...	22	22
	Aided	English	20	1,081	...	19	19	4	243	247
		Vernacular	3	341	...	...	...	...	33	33
	Unaided	English	1	24	...	...	...	...	3	3
	Total		28	1,878	...	36	36	4	389	393
	TOTAL SECONDARY SCHOOLS		287	50,587	2,061	38	2,099	11,640	401	12,041
	PRIMARY SCHOOLS.									
For Boys.	Government		4	335	...	...	...	...	...	...
	Local Fund		1,559	75,845	...	...	...	...	...	...
	Municipal		100	8,801	...	...	...	...	...	...
	Aided		55	3,229	...	...	...	...	...	...
	Unaided		15	762	...	...	...	...	...	...
	Total		1,733	88,972	...	...	...	...	...	...
For Girls.	Local Fund		87	2,495	...	...	...	...	...	...
	Municipal		103	3,690	...	...	...	...	...	...
	Aided		116	3,746	...	...	...	...	...	...
	Unaided		7	175	...	...	...	...	...	...
	Total		313	10,106	...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS		2,046	99,078	...	...	...	...	...	...
	GRAND TOTAL		2,333	149,665	2,061	38	2,099	11,640	401	12,041

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
461	...	461	454	...	454	...	...	...	1,464	...	1,464
313	...	313	492	...	492	...	...	...	1,096	...	1,096
1,635	...	1,635	5,478	...	5,478	372	...	372	9,915	...	9,915
4,505	...	4,505	5,986	...	5,986	194	...	194	15,237	...	15,237
1,395	...	1,395	4,446	...	4,446	532	...	532	7,999	...	7,999
2,448	12	2,460	4,034	25	4,059	126	...	126	9,648	51	9,699
51	...	51	159	...	159	...	...	...	311	...	311
662	...	662	1,214	...	1,214	4	...	4	2,988	...	2,988
11,470	12	11,482	22,263	25	22,288	1,228	...	1,228	48,658	51	48,709
...	71	71	...	138	138	...	...	...	...	308	308
...	10	10	...	31	31	...	...	...	...	47	47
...	55	55	...	...	...	...	...	...	...	77	77
10	271	281	32	502	534	...	...	...	46	1,035	1,081
...	66	66	...	210	210	...	32	32	...	341	341
...	9	9	...	12	12	...	...	...	...	24	24
10	482	492	32	893	925	...	32	32	46	1,832	1,878
11,480	494	11,974	22,295	918	23,213	1,228	32	1,260	48,704	1,883	50,587
83	...	83	252	...	252	...	...	...	335	...	335
11,899	...	11,899	63,238	...	63,238	708	...	708	75,845	...	75,845
516	...	516	7,145	...	7,145	1,140	...	1,140	8,801	...	8,801
335	7	342	2,805	20	2,825	62	...	62	3,202	27	3,229
167	...	167	595	...	595	...	...	...	762	...	762
13,000	7	13,007	74,035	20	74,055	1,910	...	1,910	88,945	27	88,972
...	199	199	...	2,261	2,261	...	35	35	...	2,495	2,495
...	224	224	...	3,316	3,316	...	150	150	...	3,690	3,690
8	160	168	17	3,115	3,132	...	446	446	25	3,721	3,746
2	5	7	6	162	168	...	...	...	8	167	175
10	588	598	23	8,854	8,877	...	631	631	33	10,073	10,106
13,010	595	13,605	74,058	8,874	82,932	1,910	631	2,541	88,978	10,100	99,078
24,490	1,089	25,579	96,353	9,792	106,145	3,138	663	3,801	137,682	11,983	149,665

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
					1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys ...	Government ...	English ...	2	370	32	...	32
	Aided	English ...	8	449	35	2	37
		Total ...	10	819	67	2	69
For Girls ...	Government ...	English ...	2	308	...	17	17
	Aided	English ...	15	766	...	6	6
	Unaided	English ...	1	24	...	...	...
		Total ...	18	1,098	...	23	23
TOTAL SECONDARY SCHOOLS ...			28	1,917	67	25	92
PRIMARY SCHOOLS.							
For Boys—Aided			2	72	...	...	...
		Total ...	2	72	...	...	...
For Girls ...	Aided		2	57	...	...	...
	Unaided		1	22	...	...	...
		Total ...	3	79	...	...	...
TOTAL PRIMARY SCHOOLS ...			5	151	...	...	...
GRAND TOTAL ...			33	2,068	67	25	92

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1891-92.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupls who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
91	...	91	91	...	91	156	...	156	370	...	370
138	12	150	111	12	123	114	25	139	398	51	449
229	12	241	202	12	214	270	25	295	768	51	819
...	82	82	...	71	71	...	138	138	...	308	308
4	181	185	10	195	205	32	338	370	46	720	766
...	3	3	...	9	9	...	12	12	...	24	24
4	266	270	10	275	285	32	488	520	46	1,052	1,098
233	278	511	212	287	499	302	513	815	814	1,103	1,917
...	...	...	13	7	20	32	20	52	45	27	72
...	...	...	13	7	20	32	20	52	45	27	72
...	...	...	8	13	21	17	19	36	25	32	57
...	...	...	2	5	7	6	9	15	8	14	22
...	...	...	10	18	28	23	28	51	33	46	79
...	...	...	23	25	48	55	48	103	78	73	151
233	278	511	235	312	547	357	561	918	892	1,176	2,068

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	1,094	157	...	157	269	...	269
	Local Fund	English	6	1,096	11	...	11	280	...	280
		Vernacular	71	9,915	...	...	...	2,430	..	2,430
	Municipal	English	63	15,237	738	...	738	3,814	...	3,814
		Vernacular	51	7,999	...	...	...	1,626	...	1,626
	Aided	English	35	9,250	751	...	751	2,116	...	2,116
		Vernacular	2	311	56	...	56	45	..	45
	Unaided	English	19	2,988	281	...	281	827	...	827
	Total		249	47,890	1,994	...	1,994	11,407	...	11,407
For Girls.	Local Fund	Vernacular	1	47	...	...	...	...	6	6
	Municipal	Vernacular	1	77	...	...	...	...	22	22
	Aided	English	5	315	...	13	13	...	62	62
		Vernacular	3	341	...	...	...	...	33	33
	Total		10	780	...	13	13	...	123	123
TOTAL SECONDARY SCHOOLS			259	48,670	1,994	13	2,007	11,407	123	11,530
PRIMARY SCHOOLS.										
For Boys.	Government		4	335	...	...	...	...	...	...
	Local Fund		1,559	75,845	..	...	...	...	...	...
	Municipal		100	8,801	...	...	...	...	...	...
	Aided		53	3,157	...	...	...	...	...	...
	Unaided		15	762	...	...	...	...	...	...
	Total		1,731	88,900	...	...	...	...	...	...
For Girls.	Local Fund		87	2,495	...	...	...	...	...	...
	Municipal		103	3,690	...	...	...	...	...	...
	Aided		114	3,689	...	...	...	...	...	...
	Unaided		6	153	...	...	...	...	...	...
	Total		310	10,027	...	...	...	...	...	...
TOTAL PRIMARY SCHOOS			2,041	98,927	...	...	...	...	...	...
GRAND TOTAL			2,300	147,597	1,994	13	2,007	11,407	123	11,530

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
370	...	370	298	....	298	...	...	...	1,094	...	1,094
313	...	313	492	...	492	...	...	...	1,096	...	1,096
1,635	...	1,635	5,478	...	5,478	372	...	372	9,915	...	9,915
4,505	...	4,505	5,986	...	5,986	194	...	194	15,237	...	15,237
1,395	...	1,395	4,446	...	4,446	532	...	532	7,999	...	7,999
2,337	...	2,337	3,920	...	3,920	126	...	126	9,250	...	9,250
51	...	51	159	...	159	...	...	...	311	..	311
662	...	662	1,214	...	1,214	4	...	4	2,988	...	2,988
11,268	...	11,268	21,993	...	21,993	1,228	...	1,228	47,890	...	47,890
...	10	10	...	31	31	....	...	...	...	47	47
...	55	55	...	...	...	...	...	...	...	77	77
...	76	76	...	164	164	...	...	...	...	315	315
...	66	66	...	210	210	...	32	32	...	341	341
...	207	207	...	405	405	...	32	32	...	780	780
11,268	207	11,475	21,993	405	22,398	1,228	32	1,260	47,890	780	48,670
83	...	83	252	...	252	...	...	...	335	...	335
11,899	...	11,899	63,238	...	63,238	708	...	708	75,845	...	75,845
516	..	516	7,145.	...	7,145	1,140	...	1,140	8,801	...	8,801
322	...	322	2,773	...	2,773	62	...	62	3,157	...	3,157
167	...	167	595	...	595	...	...	...	762	...	762
12,987	...	12,987	74,003	...	74,003	1,910	...	1,910	88,900	...	88,900
...	199	199	..	2,261	2,261	...	35	35	...	2,495	2,495
...	224	224	...	3,316	3,316	...	150	150	...	3,690	3,690
...	147	147	...	3,096	3,096	...	446	446	...	3,689	3,689
...	...	...	...	153	153	...	...	...	...	153	153
...	570	570	...	8,826	8,826	...	631	631	...	10,027	10,027
12,987	570	13,557	74,003	8,826	82,829	1,910	631	2,541	88,900	10,027	98,927
24,255	777	25,032	95,996	9,231	105,227	3,138	663	3,801	136,790	10,807	147,597

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1891-92.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ARTS COLLEGES.																			
1. Master of Arts	1	...	...	1	5	...	...	1	6	2	...	...	...	2	...	...	2	...	...
2. Bachelor of Arts	1	2	...	3	49	32	...	28	109	22	16	...	7	45	...	2	30	12	1
3. First Arts	2	4	1	7	33	81	48	52	214	26	61	39	38	164	5	3	130	26	...
ORIENTAL COLLEGES.																			
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1	...	1	...	...	1	...	...	...	1	...
2. Bachelor of Oriental Learning	...	1	...	1	...	2	...	3	5	...	1	...	3	4	...	...	3	1	...
3. Honours in Sanskrit	...	1	...	1	...	3	...	3	6	...	3	...	2	5	...	...	5	...	...
3. „ „ Arabic	...	1	...	1	...	5	...	...	5	...	5	...	...	5	...	...	...	5	...
3. „ „ Persian	...	1	...	1	...	3	...	5	8	...	3	...	2	5	...	...	...	5	...
4. High Proficiency in Sanskrit	...	1	1	2	...	3	2	8	13	...	2	1	2	5	...	...	5	...	...
4. „ „ Arabic	...	1	1	2	...	5	1	...	6	...	5	1	...	6	...	...	...	6	...
4. „ „ Persian	...	1	1	2	...	3	1	2	6	...	3	...	...	3	...	...	1	2	...
5. Proficiency in Sanskrit	...	1	3	4	...	8	11	6	25	...	5	3	2	10	...	...	10	...	...
5. „ „ Arabic	...	1	1	2	...	3	1	3	7	...	3	1	3	7	...	...	...	7	...
5. „ „ Persian	...	1	1	2	...	5	1	...	6	...	3	...	...	3	...	...	...	3	...

Colleges for Professional Training.																					
Medicine.																					
1. L. M. S.		1	...	...	1	19	...	...	...	19	8	...	...	...	8	...	...	6	2	...
2. First M. B.		1	...	...	1	4	...	...	...	4	2	...	...	...	2	...	...	2	...	...
2. „ L. M. S.		1	...	...	1	(a)35	...	...	...	35	(b)23	...	...	...	23	...	2	18	3	...
Schools for General Education.																					
Matriculation	Boys ...	23	32	8	63	432	413	132	177	1,154	286	202	70	57	615	11	5	441	157	1
	Girls ...	...	3	...	3	...	6	...	1	7	...	3	...	1	4	3	1	...	...	...
Middle School Examination	Boys ...	193	45	25	263	2,671	880	288	717	4,556	2,026	541	133	285	2,985	35	20	2,140	790	...
	Girls ...	5	17	...	22	25	75	...	1	101	14	59	...	1	74	37	19	13	5	...
Upper Primary Examination	Boys ...	1,327	71	17	1,415	9,296	1,410	144	43	10,893	7,011	1,022	77	37	8,147	90	33	5,314	2,687	23
	Girls ...	42	36	...	78	237	174	...	...	411	162	117	...	...	279	74	34	83	88	...
Lower Primary Examination	Boys ...	1,561	80	17	1,658	14,356	1,435	130	6	15,927	10,849	1,033	69	3	11,954	68	21	7,238	4,585	42
	Girls ...	132	88	..	220	589	471	...	...	1,060	363	284	...	...	647	85	28	267	172	95
Schools for Special Instruction.																					
1. Training School Examination for Masters.	Upper ...	1	...	...	1	47	...	...	24	71	37	...	...	12	49	...	...	36	13	...
	Lower ...	5	...	...	5	303	...	...	54	357	149	...	...	23	172	...	...	113	59	...
2. Training School Examination for Mistresses.	Upper ...	1	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...
	Lower ...	...	2	...	2	...	7	...	...	7	...	2	...	...	2	...	2	...	...	...
3. Medical Examination		1	...	...	1	(c)53	...	...	...	53	(d)39	...	...	...	39	...	1	26	12	...
4. Examination in Engineering and Surveying		1	...	...	1	3	...	...	...	3	2	...	...	...	2	...	...	2	...	...
5. Industrial School Examination		1	...	...	1	50	...	...	...	50	45	...	...	...	45	...	...	13	32	...
6. Veterinary Examination		1	...	...	1	43	...	...	...	43	31	...	...	...	31	...	....	8	23	...

(a). Includes one girl.
(b). Do. do.
(c). Do. three girls.
(d). Do. one girl.

EDUCATION—GENE

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	350	350
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	..	575	575
Colleges or Departments of Colleges for Professional Training.															
Medicine	...	...	...	...	...	...	...	...	...	...	...	3,429	...	...	3,429
Total ...	...	...	...	...	...	...	...	...	...	...	...	3,429	...	925	4,354
School Education, General. — Secondary Schools.															
For Boys—															
High School...	1	18[illegible]	181	137	100	2,426	...	550	...	...	3,076	...	3,444	594	6,464
Middle Schools — English ...	5	90[illegible]	872	732	...	2,543	686	6,383	413	...	10,025	...	16,288	430	19,261
Middle Schools — Vernacular	71	9,91[illegible]	9,716	8,041	...	49,603	867	16,285	253	30	67,038	...	19,887	...	69,490
For Girls—															
Middle Schools—Vernacular	1	4[illegible]	42	40	71	369	...	..	...	...	440	...	..	...	369
Total ...	78	11,05[illegible]	10,811	8,950	171	54,941	1,553	23,218	666	30	80,579	...	39,619	1,024	95,584
Primary Schools.															
For Boys	1,559	75,84[illegible]	68,830	56,384	50	2,77,117	50	26,682	850	609	3,05,358	...	2,529	529	2,80,175
For Girls	87	2,49[illegible]	2,280	1,802	1,044	12,534	211	...	...	7	13,796	...	1,456	998	14,988
Total ...	1,646	78,34[illegible]	71,110	58,186	1,094	2,89,651	261	26,682	850	616	3,19,154	...	3,985	1,527	2,95,163
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	21	...	...	21
Law Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	34	34
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	22	...	...	22
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	43	...	34	77
Buildings	...	...	...	...	1,550	68,242	333	...	452	500	71,077	...	13,090	...	81,332
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	15,911	21	...	...	...	15,932	3	1,111	6	17,031
Total ...	...	...	...	..	1,550	84,153	354	...	452	500	87,009	3	14,201	6	98,363
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,422
Arts Colleges	...	...	...	...	...	..	...	...	...	...	...	...	...	...	634
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	565
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,812
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	228
Special Schools other than Training Schools... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,654
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45,351
Total ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	1,08,666
GRAND TOTAL ...	1,724	89,398	921	67,136	2,815	4,28,745	2,168	49,900	1,968	1,146	4,86,742	3,475	57,805	3,516	6,02,207

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY				
Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	23	22	22	...	3,909	...	1,144	...	...	5,053	...	...	1,500	5,409	5,759
...	...	...	...	...	...	...	...	...	...	...	...	...	723	723	1,298
...	...	...	...	...	...	...	...	...	...	...	3,074	...	...	3,074	6,503
1	23	22	22	...	3,909	...	1,144	...	...	5,053	3,074	...	2,223	9,206	13,560
19	6,545	7,079	6,039	803	1,01,843	3,444	74,463	749	455	1,81,757	1,200	...	9,895	1,12,938	1,19,402
44	8,692	8,760	7,267	1,920	55,219	16,288	54,141	550	1,030	1,29,148	...	686	2,922	58,827	78,088
51	7,999	7,854	6,560	...	16,587	19,887	14,469	363	...	51,306	...	867	...	17,454	86,944
1	77	84	68	100	6,407	...	...	...	...	6,507	...	...	627	7,034	7,403
115	23,313	23,777	19,934	2,823	1,80,056	39,619	1,43,073	1,662	1,485	3,68,718	1,200	1,553	13,444	1,96,253	2,91,837
100	8,801	8,088	6,066	...	35,007	2,529	12,044	...	...	49,580	...	50	965	36,022	3,16,197
103	3,690	3,321	2,529	1,457	18,752	1,456	...	...	...	21,665	...	211	1,890	20,853	35,841
203	12,491	11,409	8,595	1,457	53,759	3,985	12,044	...	...	71,245	...	261	2,855	56,875	3,52,038
...	...	...	...	...	...	...	...	...	...	...	330	...	...	330	330
...	...	...	...	...	...	...	...	...	...	...	31	...	...	31	52
...	...	...	...	...	...	...	...	...	...	...	...	...	50	50	84
...	...	...	...	...	...	...	...	...	...	...	27	...	...	27	49
2	173	201	139	...	4,667	...	32	...	...	4,699	...	...	...	4,667	4,667
2	173	201	139	...	4,667	...	32	...	...	4,699	388	...	50	5,105	5,182
...	...	...	...	602	30,925	13,090	...	...	...	44,617	...	333	...	31,258	1,12,590
...	...	...	...	...	7,864	1,111	...	...	...	8,975	4	21	7	7,896	24,927
...	...	...	...	602	38,789	14,201	...	...	...	53,592	4	354	7	39,154	1,37,517
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,630	17,052
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,085	2,719
...	...	...	...	...	...	...	...	...	...	...	...	...	...	863	1,428
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,852	52,664
...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	252
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,190	5,844
...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,449	62,800
...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,093	1,42,759
321	36,000	35,409	28,690	4,882	2,81,180	57,805	1,56,293	1,662	1,485	5,03,307	4,666	2,168	18,579	3,40,686	9,42,893

REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1892-93,

BY

J. SIME, Esquire,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:

THE "CIVIL AND MILITARY GAZETTE" PRESS.

Contractors to the Punjab Government.

1893.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1281, dated 4th December 1893.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1892-93, forwarded with his letter No. 76 S., dated the 27th September 1893.

General results.—There were in 1892-93, 9,244 schools and colleges in the Province, or 164 less than in the previous year. The decrease is confined to private institutions, the figures regarding which are of a somewhat untrustworthy character. The number of scholars was 251,099 as compared with 260,277 in 1891-92. The falling-off took place in the private institutions and in the Lower Primary departments of the Primary and Middle Schools, and is attributed chiefly to the unhealthiness of the year. In calculating the number of persons who receive a secular education of even the humblest type the 49,101 scholars attending 4,290 schools "for elementary religious instruction by rote" may be excluded, as the matter committed to memory is presumably as a rule in a language little, if at all, understood by the pupil. In round numbers therefore, 200,000 persons out of a total population of 21,000,000 souls are being educated to a greater or less extent, and of these three-fourths obtain instruction in "public institutions," *i. e.*, in schools or colleges which follow the courses of study prescribed by the Education Department or the University, and are inspected by the Department or present pupils at the public examinations. Omitting the scholars in "rote" schools one child in fifteen of a school-going age attends school. The proportion among boys may be put at one in eight, for not one girl in 100 receives any education. The figure given by the Director in the 139th paragraph of his Report is 1·6 per cent., but this includes girls taught in "rote" schools, who make up nearly one-half of the total. It appears from paragraph 166 that among Muhammadans $5\frac{1}{2}$ per cent., among Hindús $10\frac{1}{2}$, and among Sikhs 12 per cent. of the boys of school-going age attend public schools.

2. *Expenditure.*— The expenditure on education was a little over 28 lakhs of rupees, or Rs. 1,37,000 more than in 1891-92. The sources from which the funds were derived are shown below :—

	1891-92.	1892-93.
Imperial Revenues	5	5
Provincial Revenues	$32\frac{2}{3}$	$33\frac{1}{2}$
Local (District and Municipal) Funds...	$35\frac{1}{3}$	$33\frac{1}{2}$
Fees	17	18
Other sources (subscriptions and emoluments)	10	10

In the case of Municipalities not only has their proportionate share of the total expenditure declined, but their disbursements for educational purposes have also fallen off by over Rs. 8,000. His Honor has recently instructed the Director to take up, from time to time, the cases of particular Municipalities where the expenditure on education is markedly low and propose the transfer of the charge for grants-in-aid to schools within their boundaries from Provincial to Municipal Funds. The figures quoted by Mr. Sime in paragraph 27 of the Report suggest that action in this direction might be taken with advantage in the case of some Municipalities, but each case will have to be dealt with on its merits after a careful consideration of the whole financial circumstances of the Municipality concerned. One or two Municipalities actually make a profit on their schools, the income from Government grants and fees exceeding the gross expenditure. Mr. Sime, in paragraph 24 of the Report, notices that District Boards are expected to spend not less than 25 per cent. of their income on education. But this obligation only arises "whenever it (the Board) is required by Government to do so." The rule is not a hard-and-fast one, but only one which the Government can insist upon if it thinks fit. District Boards, however, actually spent 82 per cent. of the

minimum or over 20 per cent. of income, so there is not much room for criticism. One or two individual cases might be examined by the Director in the same way as has been prescribed in the cases of defaulting Municipalities. The steady growth of the income from fees is very satisfactory : 41 per cent. of the expenditure on secondary schools is now covered by fees.

3. *Management of Schools by Local Bodies.*—What the Director says of the management or so-called management of schools by District Boards comes to this, that where the Deputy Commissioner attempts to square theory with practice and to make the District Board really responsible for the management of the schools, the result as a rule is failure; where he manages the schools himself under the shield of the Board, things run smoothly and satisfactorily. There are, however, as His Honor understands, some exceptional cases in which the Boards do the work satisfactorily, and it must be hoped that they will increase. The endeavour should be to get them to do it, and, as they show a greater capacity for doing it, the intervention of the Deputy Commissioner should be diminished. Municipal Committees are described as not much more successful on the whole than District Boards in managing their schools, but we are told that in some quarters improvement is taking place.

4. *Educational movements outside the Department.*—In not a few instances praiseworthy efforts have been made by private individuals or religious and charitable societies to open schools. A noteworthy instance is the opening of a new Arts College in connection with the Muhammadan school in Lahore managed by the Anjuman-i-Himáyat-i-Islám, and the starting of a Hindu-Muhammadan school at Umballa, with every prospect of success, is matter for congratulation, especially in these days, when so much is heard of religious differences. The fact that the number of private schools applying to be examined for grants is increasing year by year seems to show that the quality of the instruction given in these institutions is improving.

5. *University education.*—The number of students who presented themselves at University Arts examinations was somewhat larger than in 1891-92. As last year 41 per cent. of the candidates for the B. A. degree were successful, while 7 out of 12 candidates were successful in the M. A. test as compared with 2 out of 6 in 1891-92. The Government and Mission Colleges at Lahore and St. Stephen's College at Delhi continue to do excellent work in the cause of higher education, and the minor colleges, which only teach up to the intermediate standard, have also done well. In the examinations for Oriental titles nearly two-thirds of the candidates failed. Education in the Oriental College is almost entirely of an eleemosynary character. Half of the students in the College Department are in the enjoyment of scholarships, and 122 students contribute only Rs. 492 in fees out of a total expenditure of Rs. 28,452. The experiment of providing an advanced education through the medium of the Oriental languages has proved very costly. The idea was a fascinating one, but it has hardly been a success in practice, and, as Mr. Sime remarks in the 73rd paragraph of his Report, the question must come up for discussion whether matters can be continued on their present footing.

6. *Medical College, Lahore.*—The number of candidates in the Law and Medical Examinations has increased. The proportion of failures in the junior examination in the Assistant Surgeon class was very large. The Medical College continues to attract students from the North-Western Provinces, and the number of free students is now 93 as compared with 79 in 1891-92. The total number of students under instruction was from 322 to 397.

7. *Encouragement of University Education by Scholarships.*—The fact stated at the end of paragraph 50 of the Report that on an average one out of every four students in the colleges holds a scholarship shows the encouragement given to higher education in this Province.

8. *School Education.—Secondary Schools.*—While the total number of children taught in public institutions declined, the number having the advantage of a secondary education increased slightly, and over 10 per cent. of the scholars now pass beyond the primary stage. Anglo-Vernacular schools are yearly becoming more popular because training in them is the likeliest road by which to reach the goal of Government service. Of 12 new Middle Schools started during the year 11 are Anglo-Vernacular, and English is now taught in over half of the Middle Schools of the Province. Scarcely any candidates now go up for the Entrance Examination from Vernacular Schools, and double as many candidates appeared in the Middle School Examination from Anglo-Vernacular Schools as from Vernacular Schools. It is a curious fact that the Vernacular were far more successful than the Anglo Vernacular candidates, who in the important Lahore Circle are said to have been handicapped by the setting up by certain Examiners of too high a standard in English. The number of students appearing in the Entrance Examination and the percentage of passes both show a considerable increase. The boarding-house arrangements in connection with Middle Schools are being extended and improved, and, as Mr. Sime observes, the boarding-houses are becoming an important factor in our educational system.

9. *School Buildings.*—In paragraph 101 of his Report the Director complains of the want of proper school buildings. His Honor is constantly receiving similar complaints from all departments, but as a matter of fact civil buildings of all kinds in this Province have for some years past been receiving more than their share of the small amount annually available for new public works, and they will have to be content with less for some years to come.

10. *Primary Schools.*—As already noticed, the number of scholars attending Primary Schools declined owing to the sickliness of the season. The Special Zamíndári Schools provided to meet the supposed wants of the agricultural classes and the Gurmukhi classes in Board Schools have not been very successful. If it turns out on full trial that, as Mr. Sime says, the zamíndárs undervalue the Zamíndári Schools because they are only designed to fit their children for their hereditary calling, it will, in His Honor's opinion, be matter for regret, but it would be a question whether in that event it would be worth while to maintain this particular type of school. No doubt, as the Director of Public Instruction remarks, we have to consider what is best for the people, but if they are not willing to accept that, we have no means of compelling them to do so. It appears, however, that the Zamíndári Schools have not yet had a fair trial, as they have not been conducted in accordance with the original scheme, and His Honor agrees that this should now be changed.

11. *Physical and Moral Training.*—The Lieutenant-Governor is glad to be assured that the efforts made to improve the moral tone and discipline of our schools are bearing fruit. He also observes with pleasure the increased attention that is now paid to physical training.

12. *Special and Technical Education.*—The Central Training College and the Normal Schools continue to be well managed and it is a subject for special congratulation that the discipline maintained in these schools, where our future staff of teachers is being trained, is considered very good. His Honor's request in paragraph 13 of the last Review that information might be furnished regarding the subsequent occupation of scholars trained in our Technical Colleges has been complied with only as regards the Mayo School of Art; and Sir Dennis Fitzpatrick would be glad if the Director would, without waiting for the submission of his next annual Report, supply similar information for the industrial schools. From the information supplied for the Mayo School, it appears that five of the pupils who have left during the year under report have obtained places as Drawing Masters in the North-Western Provinces. This is satisfactory,

as it is one of the functions of the school to train such masters. Most of the other pupils who have obtained places seem to have gone into the ordinary line of Public Works employment; but it is gratifying to find that so many have been able to obtain an opening of some sort in a sphere in which what they have learned at the school is likely to be of service to them.

13. *Female Education.*—There is little fresh to say about female education. There are some slight signs of progress, and no doubt Miss Francis' careful inspection work is bearing fruit, but competent teachers are hard to procure, and outside the Mission Schools discipline is hard to maintain, what with insufficiently trained teachers and with children whose parents often consider that they are conferring a favour on the authorities by sending their children to school.

14. *Education of Special Classes.*—The European schools are well reported on. The character of the education imparted is improving and discipline is generally good. As Mr. Sime remarks, the domestic training given in girls' schools requires still more attention than it receives.

15. *Services of Officers.*—The Lieutenant-Governor desires to take this opportunity of expressing his deep regret at the death of General Black, who on account of the intimate acquaintance which during his long career in the Province he had acquired of its Chiefs and leading gentlemen, and his great popularity among them, was appointed the first Governor of the Aitchison College. Colonel Sir Benjamin Bromhead, C.B., has succeeded General Black as Governor. The Province has sustained another heavy loss in the retirement through failing health of Mr. J. L. Kipling, C.I.E., after having held the post of Principal of the Mayo School of Art for 18 years. His unique knowledge of the artistic work of the Punjab, and his sympathy with all that is best in its aims and methods, made him an admirable head of the provincial Art School, which he raised to a high pitch of efficiency. Mr. Sime also notices the services of another retired officer, Mr. D. W. Thompson, which, if less conspicuous, were equally devoted.

Services of the late General Black, C.S.I., and of Mr. J. L. Kipling, C.I.E.

16. Well-deserved praise has been bestowed by Mr. Sime on the Inspectors and Assistant Inspectors of Schools mentioned in paragraphs 30 and 31 of the Report, and he has also acknowledged his indebtedness to the members of the Text-Book Committee. The thanks of Government are due to Miss F. A. Francis for the zeal with which she continues to perform an uphill task in the field of female education.

Concluding remarks.

In conclusion, His Honor wishes specially to acknowledge his obligations to Mr. Sime for his careful supervision of the Department during the year and for his full and interesting Report.

ORDER.—Ordered, that the above remarks be printed and circulated with the Report; also that they be published in the *Government Gazette* and be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

J. M. DOUIE,

Offg. Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—5-12-93—395.

CONTENTS.

		Page.
CHAPTER I.—GENERAL SUMMARY		3
„ *II.*—CONTROLLING AGENCIES		24
„ *III.*—UNIVERSITY EDUCATION		29
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)		39
A.—Secondary Education	39	
B.—Primary Schools	47	
C.—General Questions	51	
D.—Education in Native States	54	
„ *V.*—SCHOOL EDUCATION—SPECIAL		56
A.—Training Institutions for Teachers...	56	
B.—Institutions for Technical Instruction	61	
„ *VI.*—FEMALE EDUCATION (NATIVES)		66
„ *VII.*—EDUCATION OF SPECIAL CLASSES		75
A.—Europeans	75	
B.—Muhammadans	80	
C.—Native Chiefs, &c.	82	
D.—Low Castes, &c.	83	
„ *VIII.*—PRIVATE SCHOOLS		85
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS		88
APPENDICES.—A to L		i—xlvii
STATISTICAL TABLES.—GENERAL TABLES Nos. I to VII		i—xxix

CHAPTER I.—GENERAL SUMMARY.

Para.		*Page.*
1	General statistics	3
2	Number of institutions and scholars	„
3	Colleges	„
4	Secondary Schools	„
5	Primary Schools	„
6	Schools for Special Instruction	4
7	Management of the Public Institutions	„
8	Private Institutions	„
9	Classification of scholars according to race or creed	„
10	Expenditure	5
11	Analysis of Direct Expenditure	„
12	Analysis of Indirect Expenditure	„
13	Expenditure from Imperial Revenues	6
14	Expenditure from Provincial Revenues	„
15	Expenditure from District and Municipal Funds	„
16	Expenditure from Other Sources	„
17	Fees	„
18	Examination results	„
19	Moral training, conduct, and discipline	7
20	Physical training	„
21	General progress during the year	„
22	Management of Schools by District Boards	8
23	Management of Schools by Municipal Boards	„
24	Extent to which District Boards fulfil their pecuniary obligations to education	9
25	Obligation of District Boards considered by Circles and Districts ...	„
26	Extent to which Municipal Boards fulfil their pecuniary obligations to education	„
27	Obligation of Municipal Boards considered by Circles	22
28	Private enterprise in education	„

CHAPTER II.—CONTROLLING AGENCIES.

Para.		*Page.*
29	Direction	24
30	Inspectors of Schools	,,
31	Assistant Inspectors	,,
32	Inspection work	,,
33	District Inspectors	25
34	District Officers	26
35	General Educational Conference	,,
36	Matters considered	,,
37	Resolution of Government on the Proceedings of the Conference ...	27
38	Departmental Conference	,,

CHAPTER III.—UNIVERSITY EDUCATION.

39	University Convocation	29
40	Examination statistics	,,
41	Calcutta University Examination	,,
42	Punjab University Examinations	,,
43	Oriental Language Examinations	,,
44	Law Examinations	30
45	Medical Examinations	,,
46	Engineering Examinations	,,
47	Arts Colleges	31
48	Number and distribution of students	,,
49	Expenditure	,,
50	Scholarships	32
51	Examination results for the Provincial Arts Colleges	,,
52	Results in each subject	33

Lahore Government College—

53	Lahore Government College	33
54	The Staff	,,
55	Statistics for the year	34
56	Examination results	,,
57	General remarks	,,

St. Stephen's College, Delhi—

58	St. Stephen's College	34
59	Statistics for the year	,,
	Examination results	35
60	General remarks...	,,

Lahore Mission College—

61	Lahore Mission College	35
62	Statistics for the year	,,
63	Examination results	,,
64	General remarks	,,

The Minor Colleges—

65	The Minor Colleges	36
66	Daya Nand College	,,
67	Amritsar Municipal Board College	,,
68	Siálkot Mission College	,,
69	Islámiya College, Lahore	,,

The Oriental College, Lahore—

70	Oriental College	36
71	Statistics of the year	,,
72	Examination results	37
73	General remarks	,,

The Medical College—

74	Medical College	37
	Number of students	,,
	Examination results	38
	Increased expenditure	,,
	Scholarships and stipends	,,
	New Dissecting Room	,,
	Discipline	,,

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

Section A.—Secondary Education—

Para.		*Page.*
75	General statistics	39
76	Number of schools	„
77	Number of scholars	„
78	Expenditure	41
79	Fees	42
80	Scholarships	„
81	Examination results	„
82	Entrance Examination	43
83	The most successful schools	44
84	Middle School Examination	„
85	Schools specially mentioned	„
86	Calcutta Entrance Examination	45
87	Boarding Houses	„
88	Advance of English compared with Vernacular education	46

Section B.—Primary Schools—

89	General statistics	47
90	Number of schools and scholars	„
91	Expenditure	48
92	Fees	„
93	Scholarships	„
94	Examination results	49
95	Zamíndári Schools	50
96	Gurmukhi Classes	„

Section C.—General Questions—

97	General character of the instruction	51
98	Conduct and discipline	„
99	Moral instruction	52
100	Physical Training	„
101	Buildings and accommodation	„
102	Furniture and appliances	53
103	General progress	„
104	Teachers' Associations	„

Section D.—Education in Native States—

105	Institutions and scholars in Native States	54
106	Examination results for Native States	55

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Teachers—

107	Organization, Staff, &c.	56
108	Composition of the Classes	„
109	Expenditure	57
110	Certificate Examinations	„
111	Conduct of the Students	„
112	Physical training	„
113	Boarding House	58
114	Model school	„
115	Normal schools. General statistics	„
116	Number of schools and students	59
117	Expenditure	„
118	Certificate Examinations	„
119	General condition of the Normal Schools	60
120	Practical training	„
121	Provision of Female Teachers	„
122	Normal Classes and Certificate Examinations	61

Section B.—Institutions for Technical Instruction—

123	Medical School	61
124	Veterinary School	„
125	Law School	62
126	School of Art	„
127	The Principal	„
128	Number of students and subjects taught	„
129	Expenditure and Stipends	63
130	Work of the year	„
131	Employment of students	„
132	The Staff	64
133	Industrial Schools. Statistics	„
134	Railway Technical School	„
135	Examination results	„
136	Further development of the institution	65
137	Amritsar Industrial School	„
138	Delhi Industrial School	„

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

Para.		*Page.*
139	Number of schools and scholars	66
140	Secondary Schools	,,
141	Primary Schools	,,
142	Distribution of the Schools	68
143	Expenditure	,,
144	Fees	70
145	Scholarships	,,
146	Examination results of Secondary Departments	,,
148	Needle-work	72
149	Domestic Economy	,,
150	Tone and discipline	,,
151	Progress during the year	,,

CHAPTER VII.—THE EDUCATION OF SPECIAL CLASSES.

Section A.—Europeans—

152	General statistics	75
153	Number of schools and scholars	,,
154	Grades of schools and stages of instruction	,,
155	Expenditure	,,
156	Fees	77
157	Scholarship	,,
158	Examination results	,,
159	Discipline and conduct	,,
160	Boarding arrangements	,,
161	General progress	79
162	Lawrence Asylum, Sanáwar	,,
163	Lawrence Asylum, Murree	,,
164	Private Schools	80

Section B.—Muhammadans—

165	General statistics	80
136	Numbers and comparisons	,,
167	Progress	,,
168	Special encouragement	82

Section C.—Native Chiefs, &c.—

169	Aitchison College	82
170	Number and distribution of scholars	,,
171	State of the classes and examination results	,,
172	Sons of gentlemen of rank	83

Section D.—Low Castes, &c.—

173	Special Schools for low-caste children	83
174	Baptist and S. P. G. Mission Schools	,,
175	Amritsar, Gurdáspur, and Gujránwála Schools	,,
176	Siálkot and Ráwalpindi Schools	,,

CHAPTER VIII.—PRIVATE SCHOOLS.

177	Definition and description	85
178	Statistics	,,
179	Analysis of the returns	86
180	Schools examined for grants	,,
181	Analysis of the figures	87
182	Importance and prospects of these schools	,,

CHAPTER IX.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

183	The Chief Agencies	88
184	Report of the Text-Book Committee	,,
185	Work done by the Committee	,,
186	Encouragement of Literature	89
187	Changes in the Committee	,,
188	Translating Staff	,,
189	Mufid-i-'Am Press	,,
190	Report of the Registrar, Education Department	,,
191	Secretariat Book Account	90
192	Government share in Departmental text-books	,,

APPENDICES.

	Page.
A.—Report by the Principal on the Government College, Lahore, for the year 1892-93	i
B.—Report by the Principal on the St. Stephen's Mission College, Delhi, for the year 1892-93	vi
C.—Report by the Principal on the Lahore Mission College for the year 1892-93	x
D.—Chapter III.—University Education from Inspector's Report of the Lahore Circle	xiii
E.—Chapter III.—University Education from Inspector's Report of the Rawalpindi Circle	xvi
F.—Report by the Principal on the Oriental College, Lahore, for the year 1892-93	xviii
G.—Report by the Principal on the Lahore Medical College and School for the year 1892-93	xxv
H.—Report by the Principal on the Central Training College, Lahore, for the year 1892-93	xxix
I.—Report by the Principal on the Lahore Veterinary College for the year 1892-93	xxxiv
J.—Report by the Principal on the Mayo School of Industrial Art, Lahore, for the year 1892-93	xxxvi
K.—Report on the Operations of the Punjab Text-Book Committee for the official year 1892-93...	xxxix
L.—Report by the Registrar, Education Department, for the year 1892-93 ...	xlvi

STATISTICAL TABLES.

General Table No.	I.—Abstract Return of Colleges, Schools, and Scholars	i
Do.	No. II.—Abstract Return of Expenditure on Public Instruction	ii—iii
Do.	No. III.—Return of Colleges, Schools, and Scholars	iv—v
Do.	No. III (A).—Return of Schools and Scholars (Europeans) ...	vi
Do.	No. III (B).—Return of Colleges, Schools, and Scholars (Natives)	vii—ix
Do.	No. IV.—Return of Expenditure on Public Instruction ...	x—xiii
Do.	No. IV. (A)—Return of Expenditure on Public Instruction (Europeans)	xiv—xv
Do.	No. IV (B).—Return of Expenditure on Public Instruction (Natives)	xvi—xix
Do.	No. V.—Return of the Stages of Instruction of Pupils in Public Schools for General Education	xx—xxi
Do.	No. V (A).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Europeans)	xxii—xxiii
Do.	No. V (B).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Natives)	xxiv—xxv
Do.	No. VI.—Return showing the results of prescribed Examinations	xxvi—xxvii
Do.	No. VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction	xxviii—xxix

DELHI CIRCLE.

HISSAR DISTRICT—

5 Secondary Schools for Boys at—
- Hissár M. B., A.-V., Middle.
- Sirsa „ „ „
- Bhiwání „ „ „
- Hánsi M. B., V., Middle.
- Barwála D. B., V., Middle.

45 Primary Schools for Boys.
2 Primary Schools for Girls.
1 Primary School for European Girls at Sirsa.
43 Private Schools for Boys.

96

ROHTAK DISTRICT—

8 Secondary Schools for Boys at—
- Rohtak M. B., A.-V., Middle.
- Jhajjar „ „ „
- Gohána „ „ „
- Kalánaur D. B., V., „
- Bádli „ „ „
- Bahádargarh, M. B., V., Middle.
- Kharkhauda „ „ „
- Berí „ „ „

43 Primary Schools for Boys.
5 Primary Schools for Girls.
33 Private Schools for Boys.

89

GURGAON DISTRICT—

7 Secondary Schools for Boys at—
- Rewárí M. B., A.-V., High.
- Gurgáon D. B., V., Middle.
- Nuh „ „ „
- Hasanpur „ „ „
- Sohna M. B., „ „
- Palwal „ „ „
- Firozpur „ „ „

78 Primary Schools for Boys.
11 Primary Schools for Girls.
34 Private Schools (33 for Boys and 1 for Girls).

130

DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—
- Delhi Anglo-Arabic, High.
- „ M. B., „
- „ Aided Mission, „
- „ Anglo-Sanskrit, „
- „ Suraiya Jah's A.-V., High.
- Sonepat M. B., A.-V., Middle.
- Mahraulí D. B., V., „
- Najafgarh „ „ „
- Ballabgarh M. B., „ „
- Farídábád „ „ „

2 Secondary Schools for Girls at—
- Delhi S.P.G. Mission Aided Boarding A.-V., Middle
- „ Baptist „ „ „ „

1 Secondary School for European Girls at—
- Delhi (Station School) Middle.

77 Primary Schools for Boys.
13 Primary Schools for Girls.

2 Special Schools at—
- Delhi (Government Normal School for Masters and M. B. Industrial School for Males).

128 Private Schools (126 for Boys and 2 for Girls).

234

KARNAL DISTRICT—

5 Secondary Schools for Boys at—
- Karnál M. B., A.-V., High.
- Kaithal „ „ Middle.
- Pánipat „ „ „
- Púndrí D. B., V., „
- Kunjpura „ „ „

59 Primary Schools for Boys.
4 Primary Schools for Girls.
93 Private Schools (80 for Boys and 13 for Girls).

161

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—
- Jagádhrí M.B., A.-V., High.
- Umballa City Aided Mission A.-V., High
- „ „ M.B., A.-V., Middle
- Rúpar „ „
- Cantonment Aided „ „
- „ Unaided A.-S., „
- Murinda D. B., V., „
- Kharar „ „ „
- Biláspur „ „ „
- Manímázra „ „ „
- Naráyangarh „ „ „
- Mullána „ „ „
- Sháhábád M.B., „ „
- Sádhaura „ „ „
- Thánesar „ „ „
- Ládwa „ „ „
- Buriya „ „ „

89 Primary Schools for Boys.
8 Primary Schools for Girls.
1 Primary School for European Boys.
193 Private Schools (181 for Boys and 12 for Girls).

308

SIMLA DISTRICT—

6 Secondary Schools for Boys at—
- Simla M.B., A.-V., Middle.
- Simla Church Mission Aided, A.-V., Middle.
- Sanáwar, L.M.A., Government High.
- Simla, Bishop Cotton Aided „
- „ Christ Church Aided, Middle.
- „ St. Michæls' „ „

8 Secondary Schools for Girls at—
- Sanáwar L. M. A., Government High.
- Simla, Auckland House Aided „
- „ Convent Boarding „ „
- „ Mayo „ Middle.
- „ St. Francis' Convent „ „
- „ Ayrcliff „ „
- „ Christ Church „ „
- „ St. Joseph's Day „ „

15 Primary Schools for Boys.
3 Primary Schools for Girls.
8 Private Schools for Boys.
2 Do. for Europeans (1 for Boys and 1 for Girls).

42

1060

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—
- Pálampur D. B., A.-V., High.
- Núrpur M. B., „ Middle.
- Kángra Aided Mission, A.-V., Middle.
- Sujánpur Tira D. B., V., Middle.
- Nádaun „ „ „
- Sultánpur „ „ „

48 Primary Schools for Boys.

6 Primary Schools for Girls.

28 Private Schools (27 for Boys and 1 for Girls).

88

HOSHIARPUR DISTRICT—

12 Secondary Schools for Boys at—
- Mahalpur Popular Unaided, A.-V., High.
- Hoshiárpur M. B., A.-V., High.
- Tánda „ „ Middle.
- Hariána, Unaided, „ „
- Hoshiárpur Sanátan Dharm Unaided, A.-V., Middle.
- Bajwára Aided, A.-V., Middle.
- Mahalpur D. B., V., „
- Garhshankar „ „ „
- Hariána M. B., „ „
- Mukerián „ „ „
- Dasúyah „ „ „
- Una „ „ „

104 Primary Schools for Boys.

5 Primary Schools for Girls.

186 Private Schools (175 for Boys and 11 for Girls).

307

JULLUNDUR DISTRICT—

14 Secondary Schools for Boys at—
- Jullundur M. B., A.-V., High.
- „ Aided Mission „ „
- Ráhon M. B., „ Middle.
- Kartárpur „ „ „
- Cantonment Aided „ „
- Adampur D. B., V., „
- Pharála „ „ „
- Sháhkot „ „ „
- Aláwalpur M. B., „ „
- Banga „ „ „
- Nawáshahr „ „ „
- Phillour „ „ „
- Núrmahal „ „ „
- Nakodar „ „ „

99 Primary Schools for Boys.

30 Primary Schools for Girls.

1 Special School (Government Normal School for Masters).

327 Private Schools (295 for Boys and 32 for Girls).

471

LUDHIANA DISTRICT—

17 Secondary Schools for Boys at—
- Ludhiána M.B., A.-V., High.
- „ (Mission) Aided „ „
- „ „ „ „ „ (Xtian Boys' Boarding School).
- Jagráon Hindú School, Unaided, A. V., Middle.
- Jagráon M. B., A.-V., Middle.
- Ludhiána (Arya) Aided, „ „
- „ (Haqqání) Aided, „ „
- Gujarwál, D. B., V., „
- Baddowál „ „ „
- Ráepur „ „ „
- Malaudh „ „ „
- Sánehwál „ „ „
- Sawaddí „ „ „
- Samrála „ „ „
- Khanna M. B. „ „
- Máchhíwára „ „ „
- Ráekot „ „ „

1 Secondary School for Girls at—
- Gujarwál, D. B., V., Middle.

71 Primary Schools for Boys.

19 Primary Schools for Girls.

191 Private Schools (172 for Boys and 19 for Girls).

299

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—
- Ferozepore, M. B., A.-V, High.
- Fázilka „ „ Middle.
- Cantonment Aided „ „
- Mehráj D. B., V. „
- Moga „ „ „
- Buttar „ „ „
- Zíra M. B., „ „
- Dharmkot „ „ „

70 Primary Schools for Boys.

5 Primary Schools for Girls.

87 Private Schools (86 for Boys and 1 for Girls).

170

1,335

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
Jhang Victoria Jubilee M. B., A.-V., High.
Chiniot M. B., A. V., Middle.
Ahmadpur D. B., V, ,,
Shorkot ,, ,, ,,
32 Primary Schools for Boys.
6 Primary Schools for Girls.
143 Private Schools for Boys.

185

MONTGOMERY DISTRICT—

4 Secondary Schools for Boys at—
Montgomery M. B., A.-V., Middle
Kamália ,, ,, ,,
Pákpattan ,, V. ,,
Dipálpur D. B., A.-V., ,,
33 Primary Schools for Boys
1 Primary School for Girls.
65 Private Schools for Boys.

103

LAHORE DISTRICT—

1 Government Arts College.
1 Aided ,, ,, (Mission).
1 Unaided ,, ,, (Daya Nand A.-V.)
1 ,, ,, ,, (Islámiya A.-V.)
1 Aided Oriental College.
1 Government Medical College.
22 Secondary Schools for Boys at—
Lahore Government A.-V., (Central Model,) High
Qasúr M. B., A.-V., ,,
Lahore Aided (Mission) A.-V., ,,
,, ,, (Aitchison College) A.-V., ,,
,, Unaided (Daya Nand School) ,, ,,
,, ,, (Madrastul Musalmín) ,, ,,
,, Aided (Oriental College School) V. ,,
,, ,, (European Boys) E. ,,
,, ,, (Aitchison School) A.-V., Middle.
Chúnián M.B., ,, ,,
Lahore Aided (Mission Night) ,, ,,
Qasur ,, (Lyall School) ,, ,,
Lahore Unaided (Royal ,,) ,, ,,
Lahore ,, (Sanátan Dharm School) A.-V. ,,
,, Aided (N.-W. Ry., Night ,,) E. ,,
,, ,, (Cathedral Orphanage) ,, ,,
Bhadána D. B., V., Middle.
Sursingh ,, ,, ,,
Bágbhánpur ,, ,, ,,
Khem Karn M.B. ,, ,,
Pattí ,, ,, ,,
Sharaqpur ,, ,, ,,
5 Secondary Schools for Girls at—
Lahore Aided (Lady Dufferin School) A.-V., High
,, ,, (Cathedral Girls' ,,) E., Middle.
,, ,, (Convent ,,) E., ,,
,, ,, (Cathedral Orphanage) E., ,,
,, ,, (Victoria School) V., ,,
70 Primary Schools for Boys.
2 Primary Schools ditto (Europeans).
34 Primary Schools for Girls
8 Special Institutions at—
Lahore Government Central Training College.
,, ,, Normal School.
,, ,, Mayo School of Art.
,, Aided Law School.
,, Government Medical School.
,, ,, Railway Technical School.
,, ,, Veterinary School.
,, Aided Clarkabad Industrial School.
237 Private Schools (200 for Boys and 37 for Girls).

384

AMRITSAR DISTRICT—

1 Municipal Board College.
15 Secondary Schools for Boys at—
Amritsar M.B., A.-V., High.
,, Aided (Mission) A.-V., ,,
,, ,, (M. A. O.) ,, ,,
,, Unaided (Hindú) ,, ,,
,, ,, Punjabí, ,,
Tarn Táran D. B., A.-V., Middle.
Amritsar Aided (Mission Night), A.-V., Middle.
Majítha ,, (Mission) ,, ,,
Ajnála D. B. V. ,,
Rám Dás ,, ,, ,,
Rája Sánsí ,, ,, ,,
Vairowál ,, ,, ,,
Fatehábád ,, ,, ,,
Butála ,, ,, ,,
Jandiála Unaided A.-V. (Amín Chand's) Middle School.
3 Secondary Schools for Girls—
Amritsar Aided (Alexandra), A.-V., High.
,, ,, (Christian Boarding), A.-V., Middle.
,, M. B., V., Middle.
79 Primary Schools for Boys.
45 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
186 Private Schools (184 for Boys and 2 for Girls)

330

GURDASPUR DISTRICT—

11 Secondary Schools for Boys at—
Gurdáspur M. B., A.-V., High.
Batála Aided (Baring School), A.-V., High.
,, M.B., A.-V., Middle.
Dínanagar M.B., A.-V., Middle.
Pathánkot ,, ,, ,,
Srígobindpur ,, ,, ,,
Dera Bába Nának ,, ,, ,,
Batála City Aided (Mission) A.-V., ,,
Kanjrúr D. B., V., ,,
Sujánpur M. B., ,, ,,
Kalánaur ,, ,, ,,
1 Secondary School for Girls at—
Dalhousie, Aided (European), E., Middle.
100 Primary Schools for Boys.
8 Primary Schools for Girls.
141 Private Schools (139 for Boys and 2 for Girls).

261

GUJRANWALA DISTRICT—

10 Secondary Schools for Boys at—
Gujránwála Aided (Mission), A.-V., High.
Wazírábád ,, (,,) ,, ,,
Gujranwála M.B., A.V., Middle.
Akálgarh D.B., ,, ,,
Eminábád Unaided ,, ,,
Háfizábád D. B., V., ,,
Sohdra D. B., V., Middle.
Pindí Bhattián D. B., V., Middle.
Rámnagar M.B., A.V., ,,
Qila' Didár Singh M. B., ,,
1 Secondary School for Girls at—
Gujránwála, Aided (Mission), V., Middle.
68 Primary Schools for Boys.
22 Primary Schools for Girls.
172 Private Schools (164 for Boys and 8 for Girls).

273

1,536

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College at Siálkot.
13 Secondary Schools for Boys at—
Siálkot M. B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V., Middle.
Zafarwál M. B. „ „
Jámke „ „ „
Nárowál Aided „ „
Siálkot Unaided, Ver. „
(Christian Training Institute).
Sankhatra D B., Ver. „
Sambryál „ „ „
Gota „ „ „
Daska M.B., Anglo-Ver. „
Qila 'Sobha Singh M.B., Ver. „
1 Secondary School for Girls at—
Siálkot, Aided (convent), E., Middle.
79 Primary Schools for Boys.
33 Primary Schools for Girls.
246 Private Schools (242 for Boys and 4 for Girls).

373

GUJRAT DISTRICT—

8 Secondary Schools for Boys at—
Gujrát M.B., A.-V, High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle.
Dinga „ („) „ „
Gujrát Unaided (Islámiya) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattáu, Aided, Anglo-Ver. „
Khárián D.B., Vernacular „
49 Primary Schools for Boys.
3 Primary Schools for Girls.
386 Private Schools (370 for Boys and 16 for Girls).

446

SHAHPUR DISTRICT—

7 Secondary Schools for Boys at—
Bhera M.B., A.-V., High.
Bhera Unaided Anglo-Sanskrit „
Sháhpur D. B., A.-V., Middle.
(Davies' School).
Miáni M.B., A.-V., „
Naushahra D.B., V. „
Khusháb M.B., A.-V., „
Sáhiwál „ „ „
43 Primary Schools for Boys.
8 Primary Schools for Girls.
274 Private Schools (221 for Boys and 53 for Girls).

332

JHELUM DISTRICT—

7 Secondary Schools for Boys at—
Jhelum, M.B., A.-V, High.
Pind Dádan Khán M. B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
Sanghoi Aided Mission School, Anglo-Ver., Middle.
41 Primary Schools for Boys.
15 Primary Schools for Girls.
573 Private Schools (415 for Boys and 158 for Girls).

636

RAWALPINDI DISTRICT—

13 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L.M.A.) E., „
Sagri D.B., A-V., Middle.
Rawalpindi M.B., „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station) E., „
Gujar Khán D. B. V., „
Kallar „ „ „
Sukhu „ „ „
Guliana „ „ „
Pindígheb M.B., „ „
Shersht Netí Shála of Bhái Búta Singh at Ráwalpindi (Unaided).
4 Secondary Schools for Girls at—
Murree—Government (L.M.A), E., High.
„ Aided (St. Deny's), E., Middle.
„ „ (Convent), „ „
Ráwalpindi „ (Do.), „ „
73 Primary Schools for Boys.
24 Primary Schools for Girls.
1 Special School at—
Ráwalpindi, Government Normal School for Masters.
697 Private Schools (469 for Boys and 228 for Girls).

812

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M. B., A.-V., Middle.
Haripur „ „ „
Kot Najíb-ullah D.B., V. „
Baffa M.B., „ „
27 Primary Schools for Boys.
605 Private Schools (527 for Boys and 78 for Girs)

636

PESHAWAR DISTRICT—

8 Secondary Schools for Boys at—
Pesháwar M.B., A.-V., High.
„ Aided (Edwardes' Mission) A.-V., „
Mardán D. B., V., Middle.
Naushahra Kalán „ „ „
Chársadda „ „ „
Ziáda „ „ „
Chamkání „ „ „
Tangí „ „ „
51 Primary Schools for Boys.
2 Primary Schools for Girls.
618 Private Schools (380 for Boys and 238 for Girls).

679

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát, M.B., A.-V., High.
8 Primary Schools for Boys.
115 Private Schools for Boys.

124

4,038

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

10 Secondary Schools for Boys at—
- Mooltan M. B., A.-V., High.
- „ Aided (Mission), A.-V., High.
- Shujábád M. B., A.-V., Middle.
- Cantonment Aided „ „
- Mooltan Unaided (Anglo-Sanskrit), A.-V., Middle.
- „ „ (Islámiya) A.-V., Middle.
- Kahror D. B., V., Middle.
- Saráe Siddhú „ „ „
- Jalálpur M. B., „ „
- Talamba „ „ „

66 Primary Schools for Boys.
3 Primary Schools for Girls.
2 Primary Schools for European Girls at Mooltan.
1 Special School at—
Mooltan, Government, Normal School for Masters.
189 Private Schools (174 for Boys and 15 for Girls).

271

BANNU DISTRICT—

5 Secondary Schools for Boys at—
- Bannú M. B., A.-V., Middle.
- „ Aided (Mission) „ „
- Miánwálí D.B., V. „
- Mína Khel M.B., „ „
- I'sa Khel „ „ „

32 Primary Schools for Boys.
259 Private Schools (235 for Boys and 24 for Girls).

296

DERA ISMA'IL KHAN DISTRICT—

6 Secandary Schools for Boys at—
- D. I. Khán Aided (Mission), A.-V., High.
- „ Unaided (Bhratrí Sabha), A.-V., High
- „ M.B., A.-V., Middle.
- Leiah „ „ „
- Bhakkar „ V. „
- Kuláchi „ „ „

31 Primary Schools for Boys.
5 Primary Schools for Girls.
354 Private Schools (292 for Boys and 62 for Girls).

396

DERA GHAZI KHAN DISTRICT—

5 Secondary Schools for Boys at—
- D. G. Khán M. B., A.-V., High.
- Rájanpur „ „ Middle,
- Rojhán D. B., V., „
- Taunsa „ „ „
- Jámpur M. B. „ „

43 Primary Schools for Boys.
133 Private Schools (127 for Boys and 6 for Girls).

181

MUZAFFARGARH DISTRICT—

3 Secondary Schools for Boys at—
- Muzaffargarh M. B., A.-V., Middle.
- Kot Adú D. B., V., „
- 'Alípur M. B., „ „

36 Primary Schools for Boys.
2 Primary Schools for Girls,
90 Private Schools (89 for Boys and 1 for Girls).

131

1,275

Chapter I, 1. General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges ... English ...	7	6	1	...	589	462	127	...	1,07,832	1,03,986	3,846	...
Arts Colleges ... Oriental ...	1	1	...	...	72	72	...	...	21,565	20,782	783	...
Medical College	1	1	...	...	158	144	14	...	72,252	60,353	11,899	...
High Schools	56	54	2	...	16,569	16,639	...	70	4,80,223	4,75,523	4,700	...
Middle Schools	215	205	10	...	32,243	32,070	173	...	3,34,458	3,15,870	18,588	...
Total Secondary Schools ...	271	259	12	...	48,812	48,709	103	...	8,14,681	7,91,393	23,288	...
Primary Schools	1,762	1,733	29	...	83,381	88,972	...	5,591	4,00,120	3,89,711	10,409	...
Total Schools for General Education	2,033	1,992	41	...	132,193	137,681	...	5,488	12,14,801	11,81,104	33,697	...
Schools for Special Instruction	14	13	1	...	1,371	1,294	77	...	1,43,856	1,32,287	11,569	...
Total Schools for General Education and for Special Instruction ...	2,047	2,005	42	...	133,564	138,975	...	5,411	13,58,657	13,13,391	45,266	...
For Females.												
High Schools	6	6	...	...	552	559	...	7	48,890	41,524	7,366	...
Middle Schools...	21	22	...	1	1,346	1,319	27	...	76,450	66,092	10,358	...
Total Secondary Schools ...	27	28	...	1	1,898	1,878	20	...	1,25,340	1,07,616	17,724	...
Primary Schools	325	313	12	...	10,414	10,106	308	...	80,578	71,061	9,517	...
Total Schools for General Education	352	341	11	...	12,312	11,984	328	...	2,05,918	1,78,677	27,241	...
Total Public Institutions for Males and Females ...	2,408	2,354	54	...	146,695	151,637	...	4,942	17,66,224	16,77,189	89,035	...
PRIVATE INSTITUTIONS.												
For Males	5,811	6,443	...	632	91,887	100,412	...	8,525	...	...	...	...
For Females	1,025	611	414	...	12,517	8,178	4,339	...	...	...	...	...
Total Males and Females ...	6,836	7,054	...	218	104,404	108,590	...	4,186	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,244	9,408	...	164	251,099	260,227	...	9,128	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,43,709	1,39,080	4,629	...
Other Charges	...	...	...	...	...	...	...	...	8,98,020	8,54,230	43,790	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	28,07,953	26,70,499	1,37,454	...
High Stage ... ... Boys	2,196	2,061	135	...	From Imperial Revenues ...				1,38,558	1,32,405	6,153	...
High Stage ... ... Girls	50	38	12	...								
Middle Stage ... ... Boys	11,983	11,640	343	...	„ Provincial „ ...				9,39,256	8,72,759	66,497	...
Middle Stage ... ... Girls	386	401	...	15	„ District Funds				6,13,419	6,02,207	11,212	...
Total ... Boys	14,179	13,701	478	...	„ Municipal Funds ...				3,32,206	3,40,686	...	8,480
Total ... Girls	436	439	...	3								
Upper Primary Stage * Boys	24,712	24,490	222	...	„ Fees Tuition Fees ...				4,57,394	4,10,959	46,435	...
Upper Primary Stage * Girls	1,170	1,089	81	...	„ Fees Other Fees ...				42,712	37,735	4,977	...
Lower „ „ * Boys	93,341	99,491	...	6,150	„ Other Sources				2,84,408	2,73,748	10,660	...
Lower „ „ * Girls	10,667	10,455	212	...								
Total ... Boys	118,053	123,981	...	5,928								
Total ... Girls	11,837	11,544	293	...	Total				28,07,953	26,70,499	1,37,454	...

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

	Paras.		Paras.
General Summary of Statistics ...	1—9	Management of Schools by Municipal Boards	23
Expenditure	10—16	Extent to which District Boards fulfil their pecuniary obligations to education	24—25
Fees	17	Extent to which Municipal Boards fulfil their pecuniary obligations to education	26—27
Examination results	18	Private enterprise in education ...	28
Moral training, conduct, and discipline...	19		
Physical training	20		
General progress	21		
Management of Schools by District Boards	22		

General Statistics.

1. The table on the opposite page summarizes the statistics of educational institutions of all kinds in the Punjab for the last two years.

Number of institutions and scholars.

2. The number of Public Institutions increased during the year from 2354 to 2408, or by 54; while the number of scholars declined from 151,637 to 146,695, or by 4942. The fall in the scholars was mostly in the elementary classes, and was due to the unusual prevalence of sickness during several months of the year. In the Private Institutions, there was a decline in the number of schools from 7054 to 6836, or by 218, and also in the number of scholars from 108,590 to 104,404, or by 4186. The unhealthiness of the season had here also, no doubt, something to do with the decline; but, as explained in Chapter VIII, I am still inclined to attribute variations in the figures for this class of School mostly to the incompleteness of the returns. Taking both Public and Private Schools together, there are now 9244 of these in the Province, giving instruction to 251,099 scholars, or to about 8·02 in a hundred of the children of a school-going age.

Colleges.

3. The number of Colleges for University Education is 9—8 Arts Colleges and 1 Medical College—compared with 8 last year, a new Arts College having been opened in connection with the Islámiya School at Lahore. The attendance on the Arts Colleges rose during the year from 534 to 661, or by over 23 per cent. The increase is in the English Colleges only, the number in the Oriental College being stationary at 72. In the Medical College, the number of students increased from 144 to 158. Taking all the Colleges together, the whole number in receipt of a University Education is now 819, or 141 more than last year.

Secondary Schools.

4. The number of Secondary Schools for boys rose during the year from 259 to 271, or by 12, and the number of scholars from 48,709 to 48,812, or by only 103. The number of Secondary Schools for girls is one less than last year, or 27; but there is a slight increase from 1878 to 1898 in the scholars. The total of Secondary Schools for both boys and girls is now 298, with 50,710 scholars, of whom 1902 are Europeans. Of the Schools, 129 are Vernacular, 141 Anglo-Vernacular, and 28 Schools for Europeans; and of the scholars, 2246 belong to the High, 12,369 to the Middle, and 36,095 to the Primary stage of instruction, compared with 2099, 12,041, and 36,447, respectively, in the previous return.

Primary Schools.

5. The number of Primary Schools for boys has increased from 1733 to 1762, or by 29; but the number of scholars has declined from 88,972 to 83,381, or by 5591. The number of

Chapter I, 6. General Summary.

Primary Schools for girls rose by 12, or from 313 to 325, with an advance also in the number of scholars from 10,106 to 10,414. Taking both the Boys' and Girls' Schools together, there are now altogether 2087 schools for Primary Education in the Province, attended by 93,795 scholars, of whom 158 are Europeans. As there are 36,095 scholars in the Primary Departments of the Secondary Schools, the total number in Public Schools at the Primary stage of instruction is now 129,890, of whom 25,882 belong to the Upper Primary, and 104,008 to the Lower Primary stage, compared with 25,579 and 109,946, respectively, last year. The fall was wholly in the Lower Primary classes.

Schools for Special Instruction.

6. Besides the ordinary schools summarized above, there are 14 Schools for Special Education in the Province, against 13 last year. These consist of 6 Training Institutions for Male Teachers, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 4 Industrial Schools. The increase was in a new Industrial School of elementary character. The attendance on all the Special Schools rose from 1294 to 1371, of whom 8, belonging to the Medical School, are females. As explained in previous reports, there are, at present, no Special Schools for the training of Female Teachers; but there are 11 young women, not included in the above figures, in attendance on what are called Normal Classes attached to a few of the ordinary Girls' Schools, with the view to becoming Teachers.

Management of the Public Institutions.

7. Of the 2408 Public Institutions now returned, 22 are managed by Government, 2072 are under Local Boards, and 314 under Private Management—265 of the last being Aided, and 49 Unaided Schools. The Government Institutions consist of an Arts College, a Medical College, ten of the Schools for Special Instruction, five Model Schools attached to the Training Institutions, the Lawrence Military Asylums at Sanáwar and Murree, and the Anglo-Arabic School at Delhi. The number of scholars in the institutions managed by Government is 3313, or a little over 2 per cent. of the total; in Board Schools there are 118,785 scholars, or 81 per cent.; and in the Schools under Private Management, 24,597 scholars, or nearly 17 per cent.

Private Institutions.

8. Of the 6836 Private Institutions, all but 373 are Indigenous Schools properly so called, 5811 being for males, and 1025 for females; and of the aggregate return of scholars, 91,887 are boys, and 12,517 girls. Of the Indigenous Schools proper, 660, with 7677 scholars, are Advanced Institutions teaching Arabic or Persian and Sanskrit; 1513, with 34,660 scholars, are Elementary Schools teaching mostly a Vernacular language only; and 4290, with 49,101 scholars, are institutions for elementary religious instruction by rote. It is doubtful whether the education given in these purely Indigenous Schools is of much practical worth; but the Elementary Vernacular Schools are more and more adapting themselves to the simple requirements for grants. The 373 schools, returned as Other Schools not conforming to Departmental Standards, include 2 Private Schools for Europeans, and aim at imparting a useful general education. From these and the Elementary Vernacular Schools, 651 schools, with 24,517 scholars, were examined for grants during the past year, being an increase of 69 schools and 910 scholars on the last return.

Classification of scholars according to race or creed.

9. In Public Institutions, the scholars are distributed according to race or creed, thus,—Hindús 86,624, Muhammadans 56,600, Native Christians 1040, Others 360, Europeans 2071; in Private Institutions, Hindús 31,921, Muhammadans 70,752, Native Christians 855, Others 845, Europeans 31. In Public Institutions, the proportion of Hindú to Muhammadan scholars is roundly

100: 65; in Private Institutions it is 45 : 100; and in both together, or in the grand total under instruction, it is 93 : 100, as against 79 : 100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions is due to the very large attendance of these on schools for religious instruction. The useful Elementary Vernacular Schools are mostly attended by Hindús; but it is noticeable, on the other hand, that, in the new class of Other Schools, the Muhammadans take the lead.

Expenditure.

10. The whole departmental expenditure for the year was Rs. 28,07,953, or an increase of Rs. 1,37,454 on the return of the previous year. The *direct* expenditure—that is, expenditure on tuition—amounted to Rs. 17,66,224, or Rs. 89,035 more than last year; and the *indirect* expenditure—that is, expenditure on Direction, Inspection, Scholarships, Buildings, &c.—was Rs. 10,41,729, or an increase of Rs. 48,419. The rise in direct expenditure is distributed pretty evenly over all the classes of Public Institutions; that in indirect expenditure was mainly on Buildings, Furniture, and Miscellaneous charges explained below. Of the total expenditure, 62·9 per cent. was *direct*, and 37·09 *indirect*, or about the same proportion as last year.

Analysis of Direct Expenditure.

11. The direct expenditure on University Education was Rs. 2,01,649, or Rs. 16,528 more than in the previous year, the Arts Colleges showing a rise of Rs. 4,629, and the Medical College of Rs. 11,899, owing to an addition to the staff.

In Boys' Schools for General Education, the expenditure was Rs. 12,14,801, or an increase of Rs. 33,697. The rise was—in Secondary Schools, Rs. 23,238, and in Primary Schools, Rs. 10,409. In Girls' Schools, the expenditure rose by Rs. 27,241 to Rs. 2,05,918, the increase on Secondary Schools being Rs. 17,724, and on Primary Schools, Rs. 9,517. In both kinds of schools, the rise was chiefly due to the increased number of schools and improved equipment; in the Girls' Secondary Schools, to the latter cause only. The total direct expenditure on Schools for General Education was Rs. 14,20,719.

The expenditure on Schools for Special Education rose by Rs. 11,569 to Rs. 1,43,856. Of this amount, Rs. 58,826 were spent on the Training Institutions for Teachers, and Rs. 85,030 on the other Schools for Professional and Technical Instruction. Of the increased expenditure, Rs. 1,246 fell to the Training Institutions; and the remainder, or Rs. 10,323, was pretty equally shared by the other schools.

Analysis of Indirect Expenditure.

12. Indirect expenditure is given in the General Summary under the two heads of Scholarships and 'Other Charges.' On Scholarships the expenditure was Rs. 1,43,709, or Rs. 4,629 more than last year, the rise being chiefly in the Colleges and Special Schools. The details under the head of 'Other Charges,' which amount to Rs. 8,98,020, or an increase of Rs. 43,790, are given below :—

	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
(1). Buildings	3,48,674	3,40,334	8,340	...
(2). Furniture and Apparatus	57,039	44,580	12,459	...
(3). University	63,480	65,375	...	1,895
(4). Direction	42,531	39,872	2,659	...
(5). Inspection	1,65,150	1,65,432	...	282
(6). Miscellaneous	2,21,146	1,98,637	22,509	...
Total ...	8,98,020	8,54,230	43,790	...

Chapter I, 13. General Summary.

The increase was on Buildings, Furniture and Apparatus, Direction, and Miscellaneous Charges. The enhanced expenditure on Buildings, although there was less than usual done in this direction as regards Schools for Natives, was due to the new Barracks still in course of erection at the Lawrence Military Asylum, Sanáwar, on which alone Rs. 1,79,898 was spent during the year. The increase on Furniture and Apparatus was mostly on account of Appliances for teaching Physical Science and Gymnastics, which have now been more widely supplied. The small rise on Direction was due to increments of salary. The considerable increase under Miscellaneous was mostly owing to the enhanced grants earned by Private Schools claiming inspection, and to charges on account of Boarding Houses and Athletic Tournaments.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,38,558, or an increase of Rs. 6,153. This expenditure is principally on the Lawrence Military Asylum, Sanáwar. It also includes a grant to the Veterinary School at Lahore. In the General Table prescribed for Educational Charges, this expenditure is shown under the head of Other Sources, and is discriminated by marginal notes. The increase was due partly to a rise in the Boarding expenditure of the Sanáwar Asylum, and partly to an enhancement of the grant to the Veterinary School.

Expenditure from Provincial Revenues.

14. There is an increase of Rs. 66,497 in the expenditure from Provincial Revenues, the total of which now stands at Rs. 9,39,256, or 33·4 per cent. of the total. The increase was due to Rs. 13,190 of extra cost on the Medical College, to Rs. 19,016 on Secondary and Special Schools, to Rs. 33,807 on Buildings, and the remainder chiefly to the rise on Scholarships and Direction already referred to, occasional small decreases coming in to square the account.

Expenditure from District and Municipal Funds.

15. The expenditure from District Funds, which is now Rs. 6,13,419, or nearly 22 per cent. of the total, shows a rise of Rs. 11,212 on the previous year. The increase was mainly on grants to Indigenous Schools, and on account of Sports' Tournaments in connection with the encouragement of Physical Training. The expenditure from Municipal Funds was Rs. 3,32,206, or 11·8 per cent. of the total, which is Rs. 8,480 less than last year. The fall was chiefly in expenditure on Secondary Schools on account of enhanced fees, and on Buildings.

Expenditure from Other Sources.

16. The expenditure from 'Other Sources' rose during the year by Rs. 10,660, and now stands at Rs. 2,84,408, or a little over 10 per cent. of the total. This expenditure is made up of Subscriptions and Endowments in support of the Aided Institutions. The rise was mostly due to increased Boarding House expenses; and the total represents the pecuniary contribution from Private Sources to the cause of public instruction.

Fees.

17. The income from Fees for the year amounts to Rs. 5,00,106, or Rs. 51,412 more than in the previous year, and is now equal to 17·8 per cent. of the whole expenditure on education. The rise extended to all classes of institutions, except the School of Art and the High Schools for girls. There is also a rise in the fees for admission to the University Examinations, returned under the head of Other Fees. There was no increase in the fee rates for last year; and the rise was to some extent due to the new regulation fixing the grades of fees to be applied according to the income of the parents.

Examination results.

18. The following table compares the number of successful candidates in the various University and Departmental Examinations for the last two years:—

		Number of successful Candidates.			
		1892-93.	1891-92.	Increase.	Decrease.
1.	Master of Arts Examination	7	2	5	...
	Master of Oriental Learning	1	1	...	...
2.	Bachelor of Arts	51	45	6	...
	Bachelor of Oriental Learning	3	4	...	1
3.	Intermediate ... Arts ... Calcutta	2	8	...	6
	Arts ... Punjab	127	152	...	25
	Oriental, Punjab	2	6	...	4
4.	Entrance Examination, Calcutta... ... Boys ...	23	38	...	15
	Girls ...	2	1	1	...
5.	Ditto Punjab, and similar Standard Examinations. English... Boys...	(a)750	599	151	...
	Girls...	1	3	...	2
	Vernacular Boys...	11	6	5	...
6.	Middle School and similar Standard Examinations. English ... Boys ...	1,326	1,766	...	440
	Girls ...	56	51	5	...
	Vernacular Boys ...	1,068	1,219	..	151
	Girls ...	14	23	...	9
7.	Upper Primary and 4th Standard Examinations. Boys ..	7,711	8,147	...	436
	Girls ...	297	279	18	...
8.	Lower Primary and 2nd Standard Examinations. Boys ...	11,882	11,954	...	72
	Girls ..	585	647	...	62

(a). Includes 31 of those who passed the Calcutta Entrance Examination.

In the Degree Examinations, except on the Oriental side, there is a marked increase in the number of successes. In the Intermediate Examination, both on the Arts and Oriental side, there is a decline, although the percentage of successes was favourable enough. The returns for the Calcutta Examinations are naturally on the decrease. The passes by the Punjab Entrance and similar Standard Examinations are a striking advance on the previous year, with a fall, however, on the girls' side. In the Middle School Examination, the fall, except for the girls on the Anglo-Vernacular side, is very great. The cause is attributed to the application of a higher standard than usual in valuing the answers in some subject; but it was also, no doubt, partly due to the unhealthiness of the season. In both the Primary Examinations there was also a decline, except for the girls in the Upper Primary; but the cause which thinned the classes would be sufficient to account for even a greater decline in this respect.

Moral training, conduct, and discipline.

19. The importance of influencing the characters and manners of the scholars, as well as their intellects, continues to be kept prominently before the Schools and Colleges; and, although the advance in this direction may not be easily gauged, it is believed that good is being done. In all classes of institutions, the conduct of the scholars is generally well spoken of; and the discipline and tone of the schools are said to be "decidedly better than formerly, and improving every year."

Physical training.

20. Physical training continues to receive more and more attention. During the past year, a good deal of progress was made in the provision of Gymnastic Teachers, in the introduction of the prescribed courses of Drill and Athletics into the schools, in the encouragement of games, and in the organizing of competitions and tournaments. The Schools, in this respect, are said to be leaving the Colleges behind; and yet the latter might be expected to have a good play-ground record quite as much as the former.

General progress during the year.

21. From what has been said in the preceding paragraphs, although the numbers have somewhat declined in both Public and Private Institutions, it may, I think, fairly be concluded that the past year was, on the whole, one of progress. The number of Public Schools has increased; more Private Schools have been

Chapter I, 22. General Summary.

brought under the influence of the Department; the examination results were generally favourable; the fee receipts have greatly risen; the teaching is gradually becoming more efficient; increased attention was given to moral and physical instruction; and private enterprise in education has continued to expand. The state of Female Education is not yet encouraging; but, even here, with increased numbers in the higher classes and improving examination results, there is ground for hope. Making allowance for the unusual sickness that prevailed in the autumn, the advance was probably as satisfactory as was to be expected.

Management of Schools by District Boards.

22. As many as 1750 schools, mostly Village Schools, with 84,321 scholars, are under the control of District Boards; and on the efficiency of the management by these bodies must depend, in great measure, the progress of elementary education in the villages. The more enlightened members of the Boards continue to take a helpful personal interest in the schools within their jurisdiction; but, except in a very few cases, the responsible management of the schools rests, not with the Boards, but with the Deputy Commissioner. The District Boards are required to give their formal sanction to the measures proposed; but these measures emanate from the Deputy Commissioner, usually at the suggestion of the Inspector of Schools, or the District Inspector. Occasionally, the Deputy Commissioner delegates the management of the schools to an Assistant or an Extra Assistant Commissioner. The opinion of the Inspecting Officers, without exception, is that the management of the District Board Schools, on the lines explained, is generally satisfactory. In a number of cases, where the District Officers take a personal interest in the matter, it is eminently so. Where the official guidance is to any considerable extent withdrawn, the result is that the unenlightened majority of the Boards have their way, business is blocked, and the pressing wants and interests of the schools, as well as the suggestions of the Department regarding these, are neglected. But this, fortunately, happens rarely.

Management of Schools by Municipal Boards.

23. It is a good deal different with regard to Municipal Board Schools, which are 322 in number, mostly Anglo-Vernacular Town Schools, with 34,464 scholars. Here there is more independence; and, in many cases, the entire management of the schools falls to the Boards. The schools under the Minor Municipalities are managed much as the District Board Schools; and this management is said to be also satisfactory, as a rule. But the Principal Municipalities have practically the entire control of their schools; and it is here that doubt prevails in the public mind as to whether the new departure is a success. According to the Inspectros' reports, a few schools are well managed; others are fairly so; but, in not a few instances, either the duties and responsibilities are not realized, or they are ignored. Even in the best cases, there is slackness in attending to the wants of the schools, much delay in informing Inspectors of their decisions in educational matters as required by the regulations, and little regard for the spread of education among the people. The Delhi Inspector singles out the Municipalities of the Gurgáon District and that at Pánipat as specially indifferent. The Jullundur Inspector refers to the Committees at Hoshiárpur and Ferozepore as not much interested in their schools, to the Kartárpur Committee as unfit to manage theirs, and to the factious spirit prevailing in the Committee at Jagráon, which has led to the opening of an opposition school at the instigation of one of the members. The Ráwalpindi Inspector notices a number of circumstances, which give rise to disagreements in the schools, and harm to the cause of education. Nevertheless, a more

active spirit is, I believe, being awakened; and with this properly directed, as is already occasionally the case, much good might be expected to accrue to the schools.

Extent to which District Boards fulfil their pecuniary obligations to education.

24. The statement given on pages 10 and 11 will show to what extent the various District Boards fulfilled their obligations with regard to educational expenditure during the past year. It is laid down that, as a rule, District Boards should spend on education, exclusive of charges on buildings, not less than *twenty-five* per cent. of their annual income, not including grants for the same object, nor fees. From columns 8 and 9 of the statement, it will be seen that the total budget provision for all the Districts fell short of the minimum that might be required by Rs. 87,626, or Rs. 21,672 less than last year, and from column 17, that the gross expenditure was Rs. 27,893 less than the budget provision. There was thus spent by District Boards on their schools, Rs. 1,15,519 less than they might have been called upon to spend. Comparing columns 23, 24, and 25, it will be found that the net expenditure—that is, the expenditure from the bare *twenty-five* per cent. item in column 7—was Rs. 19,175 more than last year, and Rs. 95,329 in excess of that expenditure before localization. It was, however, less than what might have been required by Rs. 1,16,155. From columns 15 and 16 of the second section of the table, it will be seen that the budget provision for Primary Education fell short of what might be required by Rs. 63,968.

Obligation of District Boards considered by Circles and Districts.

25. If the discharge of this obligation be considered by Circles, it will be found that the gross expenditure, compared with what might have been required, was, for the Lahore Circle, 88 per cent.; for the Jullundur and Ráwalpindi Circles, 87 per cent. each; for the Deraját Circle, 83 per cent.; and for the Delhi Circle, 73 per cent. If the Districts be compared in this respect, leaving Simla out as having almost nothing to spend on education, the Jullundur, Ludhiána, Amritsar, Gujránwála, Ráwalpindi, and Dera Ghází Khán Districts head the list with more than the minimum; the Jhelum, Muzaffargarh, Delhi, and Hazára Districts follow, with over 90 per cent.; and the Gujrát, Hoshiárpur, Siálkot, Bannú, Karnál, Sháhpur, and Pesháwar Districts, with between 80 and 90 per cent. The Hissár District spends only 40 per cent. of what might be required, and the Kohát District, only 34 per cent.

Extent to which Municipal Boards fulfil their pecuniary obligations to education.

26. The minimum amount which Municipal Boards may be required to spend on education, not including buildings, is *ten* per cent. of the annual income, making the same exclusions as for District Boards; and the table, which extends from page 12 to 21, will show to what extent the Municipal Boards fulfilled their obligations in this respect during the past year. From columns 7 and 8 it will be seen that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,52,234, or by Rs. 33,142 less than last year, and from column 9, that the actual gross expenditure was less than the budget provision by Rs. 27,558. The total gross expenditure was, therefore, Rs. 1,79,792 less than might have been required. It was, however, a little higher than last year, though nothing like in proportion to the rise in fee receipts. Comparing columns 14, 15, and 16, it will be found that the net expenditure was Rs. 15,360 more than last year, owing to the reduced grants from Provincial Revenues recently revised, and Rs. 29,814 more than was expended before the localization of the schools. The net expenditure is still Rs. 1,80,110 less than the minimum that might be required, which is a margin sufficient for a considerable expansion of educational effort.

Statement of Expenditure on Education

Chapter I, 24. General Summary.

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	...	550	25,977	26,695	12,309	...	...	...
2. Rohtak	216	...	...	...	1,000	24,832	26,048	21,489	216	...	...
3. Gurgáon	...	...	...	...	1,500	29,661	31,161	26,218	...	...	...
4. Delhi	180	702	250	...	1,150	23,682	25,964	21,261	180	...	...
5. Karnál	400	...	...	...	900	19,075	20,375	19,626	400	...	...
6. Umballa	400	...	...	50	2,900	32,716	36,066	30,784	400	...	...
7. Simla	234	...	...	156	60	413	863	1,472	234	...	63
Total Delhi Circle ...	1,430	702	418	206	8,060	1,56,356	1,67,172	1,33,159	1,430	...	63
8. Kángra	337	...	...	240	980	24,001	25,558	17,592	337	...	240
9. Hoshiárpur ...	360	...	...	96	3,810	36,216	40,482	41,808	360	...	96
10. Jullundur	180	594	312	...	2,450	33,503	37,039	37,039	180	...	...
11. Ludhiána	288	...	...	...	3,730	26,633	30,651	31,336	288	...	...
12. Ferozepore ...	300	...	...	...	2,010	29,280	31,590	28,974	300	...	...
Total Jullundur Circle,	1,465	594	312	336	12,980	1,49,633	1,65,320	1,56,749	1,465	...	336
13. Jhang	300	...	...	108	580	13,979	14,967	10,570	300	...	...
14. Montgomery ...	...	...	...	396	641	13,888	14,925	11,300	72	...	...
15. Lahore	180	648	...	...	1,400	23,380	25,608	21,712	180	...	...
16. Amritsar	400	...	...	...	6,100	22,225	28,725	30,000	400	...	...
17. Gurdáspur	252	...	...	...	3,200	38,162	41,614	34,884	252	...	...
18. Gujránwála ...	400	...	200	100	3,700	16,650	21,050	21,819	400	84	...
Total Lahore Circle,	1,532	648	200	604	15,621	1,28,284	1,46,889	1,30,285	1,604	84	...
19. Siálkot	...	...	210	250	3,400	36,130	39,990	34,881	...	...	50
20. Gujrát	...	...	460	120	2,400	16,757	19,737	18,796	...	...	...
21. Sháhpur	400	...	67	...	3,000	17,771	21,238	16,434	400	45	...
22. Jhelum	180	...	96	...	3,500	16,572	20,348	20,100	180	...	...
23. Ráwalpindi ...	400	460	...	...	1,700	21,033	23,593	23,526	400	...	...
24. Hazára	...	...	...	...	200	7,220	7,420	6,468	...	...	...
25. Pesháwar	...	144	...	...	200	18,960	19,304	17,070	...	...	...
26. Kohát	158	...	...	...	50	6,815	7,023	2,710	158	...	...
Total Ráwalpindi Circle	1,138	604	833	370	14,450	1,41,258	1,58,653	1,39,985	1,138	45	50
27. Mooltan	400	...	192	...	700	24,011	25,303	19,910	400	...	...
28. Bannú	400	...	...	...	120	11,996	12,516	10,776	400	...	...
29. Dera Isma'íl Khán	220	216	...	...	90	14,615	15,141	11,772	220	...	...
30. Dera Ghází Khán ...	400	...	352	...	140	10,032	10,924	12,240	400	...	...
31 Muzaffargarh ...	400	...	...	...	100	12,732	13,232	12,648	400	...	...
Total Deraját Circle,	1,820	216	544	...	1,150	73,386	77,116	67,346	1,820	...	...
Grand Total for the Punjab ...	7,385	2,764	2,307	1,516	52,261	6,48,917	7,15,150	6,27,524	7,457	129	449

from District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Gross expenditure during the school year other than that on School buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except School buildings.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,586	16,136	8,504	10,699	...	...	168	30	481	10,020	9,964	8,141
700	14,899	15,815	11,160	20,258	216	...	...	...	1,171	18,871	16,787	16,209
700	17,797	18,497	15,208	22,670	...	...	...	...	1,858	20,812	23,102	21,274
550	14,442	15,172	12,096	23,693	180	729	504	...	1,030	21,250	19,104	16,907
500	11,505	12,405	11,136	16,839	400	...	...	...	833	15,606	15,532	11,641
1,300	19,630	21,330	17,355	26,828	400	...	...	...	2,435	23,993	23,169	24,072
60	248	605	1,307	1,249	284	...	...	155	143	717	783	1,096
4,360	94,107	99,960	76,766	1,22,236	1,430	729	672	185	7,951	1,11,269	1,08,441	99,340
270	14,507	15,354	8,367	20,002	337	...	22	513	1,271	17,859	16,149	12,340
3,000	22,668	26,124	23,586	35,704	360	...	...	48	3,204	32,092	31,294	22,711
1,700	20,350	22,230	22,729	37,550	180	594	482	150	2,532	33,612	35,644	29,079
1,700	16,284	18,272	15,449	31,251	288	...	...	120	3,854	26,989	28,227	21,723
820	17,746	18,866	15,645	20,167	300	...	...	...	1,829	18,038	18,703	14,430
7,490	91,555	1,00,846	85,776	1,44,674	1,465	594	504	831	12,690	1,28,590	1,30,017	1,00,283
350	8,438	9,088	5,679	11,502	...	...	...	97	742	10,663	8,374	8,883
500	8,400	8,972	5,274	10,536	...	...	51	...	709	9,776	8,401	5,597
700	14,230	15,110	10,019	19,899	180	648	...	...	1,293	17,778	18,519	15,975
2,600	15,333	16,333	17,990	33,276	400	...	768	...	5,874	26,234	25,331	21,993
2,700	22,897	25,849	24,349	31,998	252	...	...	...	2,240	29,506	28,854	25,340
3,000	9,990	13,474	14,750	22,116	400	...	183	570	4,464	16,499	15,599	14,477
9,850	77,288	88,826	78,061	1,29,327	1,232	648	1,002	667	15,322	1,10,456	1,05,078	92,265
2,400	21,890	24,340	20,507	34,391	...	...	206	214	3,223	30,748	27,082	22,168
1,600	10,261	11,861	10,779	17,531	...	...	145	64	2,526	14,796	13,796	15,107
1,000	10,966	12,411	10,336	17,570	400	...	67	...	2,654	14,449	13,719	8,292
1,300	9,944	11,424	11,765	19,812	180	...	96	...	4,119	15,417	14,678	15,255
800	12,824	14,024	17,481	24,114	400	460	...	...	1,834	21,420	20,046	16,129
85	4,333	4,418	4,808	6,753	...	...	...	...	244	6,509	5,998	6,054
100	11,412	11,512	9,229	16,020	...	144	...	...	204	15,672	14,338	10,622
50	4,089	4,297	1,710	2,43[illegible]	158	...	...	...	34	2,245	1,878	1,289
7,335	85,719	94,287	86,615	1,38,62[illegible]	1,138	604	514	278	14,838	1,21,256	1,11,535	94,916
350	14,459	15,209	13,050	19,044	400	...	192	...	643	17,809	16,178	15,425
10	7,198	7,608	6,665	10,474	400	...	...	...	114	9,960	9,113	8,407
90	8,985	9,295	5,690	10,977	220	216	...	...	70	10,471	10,783	7,519
40	6,087	6,527	6,611	12,074	400	...	352	...	87	11,235	11,474	10,280
65	7,639	8,104	7,460	12,197	400	...	...	...	81	11,716	10,968	8,998
555	44,368	46,743	39,476	64,766	1,820	216	544	...	995	61,191	58,516	50,629
29,590	3,93,037	4,30,662	3,66,694	5,99,631	7,085	2,791	3,236	1,961	51,796	5,32,762	5,13,587	4,37,433

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Hissár	Bhiwáni	2,625	...	...	1,590	4,678	8,893	6,982
	Sirsa	1,905	...	...	800	2,182	4,887	3,822
	Minor	35	570	...	1,871	3,590	6,066	5,285
	Total Hissár ...	4,565	570	...	4,261	10,450	19,846	16,089
Rohtak	Rohtak	2,254	312	...	2,173	1,040	5,779	6,094
	Minor	508	3,417	...	2,059	2,693	8,677	10,290
	Total Rohtak ...	2,762	3,729	...	4,232	3,733	14,456	16,384
Gurgáon	Rewári	4,620	799	...	4,500	3,088	13,007	13,227
	Minor	...	1,845	...	710	2,542	5,097	4,906
	Total Gurgáon	4,620	2,644	...	5,210	5,630	18,104	18,133
Delhi	Delhi	14,336	...	...	6,500	38,714	59,550	31,600
	Minor	300	1,569	...	950	1,969	4,788	2,911
	Total Delhi ...	14,636	1,569	...	7,450	40,683	64,338	34,511
Karnál	Karnál	1,821	180	...	1,566	2,603	6,170	7,013
	Minor	165	1,080	...	1,750	4,113	7,108	7,828
	Total Karnál ...	1,986	1,260	...	3,316	6,716	13,278	14,841
Umballa	Umballa	2,205	...	203	2,000	3,770	8,178	8,363
	Jagádhrí	3,479	...	...	2,000	1,880	7,359	8,121
	Minor	672	2,016	...	2,290	3,675	8,653	9,633
	Total Umballa ...	6,356	2,016	203	6,290	9,325	24,190	26,117
Simla	Simla	1,662	...	502	1,780	25,033	28,977	5,670
	Total Simla ...	1,662	...	502	1,780	25,033	28,977	5,670
	Total Principal ...	34,907	1,291	705	22,909	82,988	1,42,800	90,892
	Total Minor ...	1,680	10,497	...	9,630	18,582	40,389	40,853
	Grand Total, Delhi Circle	36,587	11,788	705	32,539	1,01,570	1,83,189	1,31,745

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	
6,502	2,625	...	...	1,649	2,228	2,679	1,383	
3,840	1,905	...	...	1,005	930	727	1,624	
5,713	35	570	...	2,022	3,086	2,246	1,953	
16,055	4,565	570	...	4,676	6,244	5,652	4,960	
5,585	2,254	312	...	2,747	272	408	584	
9,706	508	3,417	...	2,474	3,307	3,382	2,806	
15,291	2,762	3,729	...	5,221	3,579	3,790	3,390	
12,175	4,620	799	...	4,515	2,241	2,318	2,751	
4,478	...	1,845	...	675	1,958	2,327	1,765	
16,653	4,620	2,644	...	5,190	4,199	4,645	4,516	
31,757	14,336	...	...	6,419	11,002	9,979	9,223	
5,761	300	2,023	...	1,180	2,258	1,348	1,400	
37,518	14,636	2,023	...	7,599	13,260	11,327	10,623	
6,222	1,821	180	...	1,648	2,573	609	1,014	
7,626	165	1,080	...	2,288	4,093	3,891	3,563	
13,848	1,986	1,260	...	3,936	6,666	4,500	4,577	
6,120	2,205	...	203	1,965	1,747	1,799	526	
8,011	3,479	...	...	2,266	2,266	1,951	1,035	
7,800	672	1,031	...	2,094	4,003	3,548	2,481	
21,931	6,356	1,031	203	6,325	8,016	7,298	4,042	
5,548	1,662	...	502	2,035	1,349	—171	1,107	
5,548	1,662	...	502	2,035	1,349	—171	1,107	
85,760	34,907	1,291	705	24,249	24,608	20,299	19,247	
41,084	1,680	9,966	...	10,733	18,705	16,742	13,968	
1,26,844	36,587	11,257	705	34,982	43,313	37,041	33,215	

Chapter I, 26-27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	...	...	673	642	4,305	4,916
	Minor	...	...	...	...	1,399	1,399	276
	Total Kángra ...	2,990	...	...	673	2,041	5,704	5,192
Hoshiárpur ...	Hoshiárpur	8,502	...	...	5,500	3,233	17,235	14,441
	Minor	...	3,808	...	4,358	2,271	10,437	10,048
	Total Hoshiárpur ...	8,502	3,808	...	9,858	5,504	27,672	24,489
Jullundur	Jullundur	6,018	54	300	4,100	5,339	15,811	12,891
	Ráhon	3,388	240	...	1,800	706	6,134	5,436
	Minor	691	3,600	...	3,460	3,738	11,489	12,249
	Total Jullundur ...	10,097	3,894	300	9,360	9,783	33,434	30,576
Ludhiána ...	Ludhiána	5,335	1,800	...	4,025	11,817	22,977	19,450
	Minor	...	1,439	...	2,272	2,382	6,093	6,972
	Total Ludhiána ...	5,335	3,239	...	6,297	14,199	29,070	26,422
Ferozepore ...	Ferozepore	2,583	1,440	...	3,500	3,961	11,484	11,396
	Minor	...	1,230	...	1,000	4,179	6,409	4,640
	Total Ferozepore ...	2,583	2,670	...	4,500	8,140	17,893	16,036
	Total Principal ...	28,816	3,534	300	19,598	25,698	77,946	68,530
	Total Minor ...	691	10,077	...	11,090	13,969	35,827	34,185
	Grand Total Jullundur Circle	29,507	13,611	300	30,688	39,667	1,13,773	1,02,715

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,775	2,990	34	9	689	1,053	866	1,084	
374	...	15	...	...	359	267	1,621	
5,149	2,990	49	9	689	1,412	1,133	2,705	
13,900	8,502	108	...	6,683	—1,393	—1,414	952	
10,261	...	3,536	...	4,323	2,402	1,112	1,549	
24,161	8,502	3,644	...	11,006	1,009	—302	2,501	
12,138	6,018	54	297	4,385	1,384	2,137	1,957	
5,468	3,388	240	...	2,161	—321	324	408	
11,681	691	3,713	...	3,631	3,646	2,895	3,764	
29,287	10,097	4,007	297	10,177	4,709	5,356	6,129	
18,097	5,335	1,800	29	4,150	6,783	5,922	5,243	
7,115	...	1,356	...	2,474	3,285	3,345	3,082	
25,212	5,335	3,156	29	6,624	10,068	9,267	8,325	
10,685	2,583	1,440	...	4,089	2,573	3,106	2,686	
4,558	...	540	...	1,287	2,731	1,429	2,228	
15,243	2,583	1,980	...	5,376	5,304	4,535	4,914	
65,063	28,816	3,676	335	22,157	10,079	10,941	12,330	
33,989	691	9,160	...	11,715	12,423	9,048	12,244	
99,052	29,507	12,836	335	33,872	22,502	19,989	24,574	

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	5,705	245	432	5,400	3,079	14,861	12,700
	Minor	420	50	...	1,400	1,146	3,016	2,816
	Total Jhang ...	6,125	295	432	6,800	4,225	17,877	15,516
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	360	2,006	...	2,500	1,824	6,690	6,774
	Total Montgomery ...	360	2,006	...	2,500	1,824	6,690	6,774
Lahore	Lahore	1,824	...	...	1,200	37,779	40,803	12,150
	Qasúr	600	846	...	1,800	3,766	7,012	6,141
	Minor	...	1,698	240	1,610	2,285	5,833	5,605
	Total Lahore ...	2,424	2,544	240	4,610	43,830	53,648	23,896
Amritsar... ...	Amritsar	25,339	...	...	8,000	41,270	74,609	54,000
	Minor	...	...	...	150	1,513	1,663	1,820
	Total Amritsar ...	25,339	...	...	8,150	42,783	76,272	55,820
Gurdáspur ...	Gurdáspur	8,167	876	...	7,500	600	17,143	17,143
	Batála	3,318	36	...	3,500	2,341	9,195	8,520
	Minor	900	3,148	...	4,355	2,841	11,244	11,508
	Total Gurdáspur ...	12,385	4,060	...	15,355	5,782	37,582	37,171
Gujránwála ...	Gujránwála	3,929	...	...	2,900	5,177	12,006	13,461
	Wazírábád	...	...	...	...	1,775	1,775	1,757
	Minor	...	996	...	1,025	1,559	3,580	3,413
	Total Gujránwála ...	3,929	996	...	3,925	8,511	17,361	18,631
	Total Principal ...	48,882	2,003	432	30,300	95,787	1,77,404	1,25,872
	Total Minor ...	1,680	7,898	240	11,040	11,168	32,026	31,936
	Grand Total Lahore Circle	50,562	9,901	672	41,340	1,06,955	2,09,430	1,57,808

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,961	...	245	596	6,277	5,843	1,255	1,997	
2,928	...	...	...	1,534	1,394	592	959	
15,889	...	245	596	7,811	7,237	1,847	2,956	
...	...	...	...	...	...	...	...	
5,475	360	1,546	...	2,962	607	1,002	2,710	
5,475	360	1,546	...	2,962	607	1,002	2,710	
9,713	1,824	...	...	719	7,170	10,261	4,250	
6,304	600	858	...	2,434	2,412	1,987	2,368	
6,002	...	1,732	264	2,349	1,657	1,870	1,919	
22,019	2,424	2,590	264	5,502	11,239	14,118	8,537	
54,367	25,339	...	...	9,225	19,803	16,766	13,121	
1,775	...	...	...	190	1,585	1,558	1,825	
56,142	25,339	...	...	9,415	21,388	18,324	14,946	
15,178	8,167	438	...	6,159	414	—380	358	
8,207	3,318	18	...	3,456	1,415	1,407	1,890	
11,081	900	3,136	...	4,588	2,457	3,152	4,847	
34,466	12,385	3,592	...	14,203	4,286	4,179	7,095	
12,564	3,929	...	...	3,106	5,529	4,869	3,983	
1,513	...	...	...	...	1,513	1,587	669	
3,168	...	1,143	...	931	1,094	1,138	1,665	
17,245	3,929	1,143	...	4,037	8,136	7,594	6,371	
1,20,807	43,177	1,559	596	31,376	44,099	37,752	28,636	
30,429	1,260	7,557	264	12,554	8,794	9,312	13,925	
1,51,236	44,437	9,116	860	43,930	52,893	47,064	42,561	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	920	...	3,800	6,541	11,813	12,102
	Minor	1,212	3,541	...	6,250	2,061	13,064	13,261
	Total Siálkot ...	1,764	4,461	...	10,050	8,602	24,877	25,363
Gujrát	Gujrát	5,653	...	...	4,000	1,739	11,392	10,518
	Minor	...	...	...	...	1,311	1,311	1,100
	Total Gujrát ...	5,653	...	...	4,000	3,050	12,703	11,618
Sháhpur	Bhera	3,874	...	...	3,400	1,375	8,649	8,149
	Minor	..	240	...	2,180	2,650	5,070	5,117
	Total Sháhpur ...	3,874	240	...	5,580	4,025	13,719	13,266
Jhelum	Jhelum	1,590	884	18	4,500	2,388	9,380	7,775
	Minor	600	264	...	2,500	1,929	5,293	3,858
	Total Jhelum ...	2,190	1,148	18	7,000	4,317	14,673	11,633
Ráwalpindi ...	Ráwalpindi	...	...	...	2,400	12,693	15,093	7,937
	Minor	...	279	..	1,240	4,588	6,107	4,371
	Total Ráwalpindi ...	...	279	...	3,640	17,281	21,200	12,308
Hazára	Abbottabad	1,921	...	...	1,200	734	3,855	3,539
	Minor	...	360	...	710	1,674	2,744	3,390
	Total Hazára ...	1,921	360	...	1,910	2,408	6,599	6,929
Pesháwar	Pesháwar	420	...	...	1,550	20,766	22,736	17,301
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	...	...	1,550	20,766	22,736	17,301
Kohát	Kohát	2,461	...	360	1,500	2,108	6,429	5,260
	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	360	1,500	2,108	6,429	5,260
	Total Principal ...	16,471	1,804	378	22,350	48,344	89,347	72,581
	Total Minor ...	1,812	4,684	...	12,880	14,213	33,589	31,097
	Grand Total, Rawalpindi Circle ...	18,283	6,488	378	35,230	62,557	1,22,936	1,03,678

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
11,736	552	898	...	3,984	6,302	7,369	2,211	
12,507	1,212	3,442	6	6,769	1,078	2,582	3,839	
24,243	1,764	4,340	6	10,753	7,380	9,951	6,050	
9,889	5,653	...	...	4,456	--220	479	600	
958	...	...	...	...	958	1,187	241	
10,847	5,653	...	...	4,456	738	1,666	841	
7,794	3,874	...	...	2,499	1,421	1,107	1,162	
5,278	...	240	440	2,371	2,227	1,661	2,066	
13,072	3,874	240	440	4,870	3,648	2,768	3,228	
7,270	1,590	384	18	3,903	1,375	1,069	1,990	
3,833	600	264	...	2,639	330	692	866	
11,103	2,190	648	18	6,542	1,705	1,761	2,856	
6,569	...	...	...	1,730	4,839	4,329	4,343	
4,446	...	279	...	1,491	2,676	2,658	1,262	
11,015	...	279	...	3,221	7,515	6,987	5,605	
3,580	1,921	...	...	1,335	324	372	452	
3,354	...	360	...	952	2,042	1,662	1,465	
6,934	1,921	360	...	2,287	2,366	2,034	1,917	
7,123	420	...	...	2,145	4,558	3,716	1,697	
...	...	...	...	...	...	...	...	
7,123	420	...	...	2,145	4,558	3,716	1,697	
5,287	2,461	..	354	1,781	691	900	742	
...	..	...	...	...	...	...	...	
5,287	2,461	...	354	1,781	691	900	742	
59,248	16,471	1,282	372	21,833	19,290	19,341	13,197	
30,376	1,812	4,585	446	14,222	9,311	10,442	9,739	
89,624	18,283	5,867	818	36,055	28,601	29,783	22,936	

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	9,550	15,593	29,677	19,886
	Minor	...	1,082	144	731	1,869	3,826	3,857
	Total Mooltan ...	4,144	1,472	144	10,281	17,462	33,503	23,743
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	586	4,146	6,682	5,422
	Total Bannú ...	...	1,950	...	586	4,146	6,682	5,422
D. I. Khán ...	Dera Isma'íl Khán ...	180	432	...	1,518	4,996	7,126	4,894
	Minor	...	1,878	640	255	2,034	4,807	1,938
	Total D. I. Khán ...	180	2,310	640	1,773	7,030	11,933	6,832
D. G. Khán ...	Dera Gházi Khán	2,915	...	280	3,500	6,459	13,154	10,557
	Minor	...	1,476	270	114	2,063	3,923	4,060
	Total D. G. Khán ...	2,915	1,476	550	3,614	8,522	17,077	14,617
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	2,182	...	670	1,747	4,899	4,628
	Total Muzaffargarh ...	300	2,182	...	670	1,747	4,899	4,628
	Total Principal ...	7,239	822	280	14,568	27,048	49,957	35,337
	Total Minor ...	300	8,568	1,054	2,356	11,859	24,137	19,905
	Grand Total Derajat Circle	7,539	9,390	1,334	16,924	38,907	74,094	55,242
	Grand Total Principal ...	1,36,315	9,454	2,095	1,09,725	2,79,865	5,37,454	3,93,212
	Grand Total Minor ...	6,163	41,724	1,294	46,996	69,791	1,65,968	1,57,976
	GRAND TOTAL FOR THE PUNJAB	1,42,478	51,178	3,389	1,56,721	3,49,656	7,03,422	5,51,188

from Municipal Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
18,653	4,144	341	...	9,333	4,835	4,688	6,049	
4,481	...	973	144	815	2,549	2,691	1,177	
23,134	4,144	1,314	144	10,148	7,384	7,379	7,226	
...	...	...	...	...	...	...	...	
5,557	...	1,950	87	512	3,008	2,555	1,994	
5,557	...	1,950	87	512	3,008	2,555	1,994	
4,458	180	432	...	944	2,902	3,150	1,975	
4,772	...	1,878	640	454	1,800	1,405	1,788	
9,230	180	2,310	640	1,398	4,702	4,555	3,763	
10,281	2,915	...	172	3,579	3,615	3,031	1,531	
3,977	...	1,476	240	126	2,135	1,754	1,200	
14,258	2,915	1,476	412	3,705	5,750	4,785	2,731	
...	...	...	...	...	...	...	...	
4,695	300	2,171	...	831	1,393	1,035	732	
4,695	300	2,171	...	831	1,393	1,035	732	
33,392	7,239	773	172	13,856	11,352	10,869	9,555	
23,482	300	8,448	1,111	2,738	10,885	9,440	6,891	
56,874	7,539	9,221	1,283	16,594	22,237	20,309	16,446	
3,64,270	1,30,610	8,581	2,180	1,13,471	1,09,428	99,202	82,965	
1,59,360	5,743	39,716	1,821	51,962	60,118	54,984	56,767	
5,23,630	1,36,353	48,297	4,001	1,65,433	1,69,546	1,54,186	1,39,732	

Chapter I, General Summary.

Obligation of Municipal Boards considered by Circles.

27. The Municipalities of the Province spend, on an average, about 74 per cent. of the minimum that might be required, but only 48 per cent. of the net provision. The Principal Municipalities spend, on an average, 67 per cent. of the minimum; whilst the Minor Municipalities spend about 96 per cent.: of the net provision, the former spend only 36 per cent.; the latter, 86. Making a comparison by Circles, the Jullundur Circle has the highest average of gross expenditure, or 87 per cent.; the Deraját Circle follows, with 76 per cent.; the Lahore and Ráwalpindi Circles have 72 per cent. each; and the Delhi Circle has 69 per cent. A good number of the Minor Municipalities spend more than the minimum that might be required; and this is also true of the Principal Municipalities at Karnál, Jagádhrí, Núrpur, and Gujránwála. Siálkot follows close behind with 99 per cent., then Rohtak with 96 per cent., and then Rewárí, Ferozepore, Abbottabad, and Bhera with more than 90 per cent. each. Of the larger Municipalities, not including Simla to which the minimum regulation does not apply, Amritsar spends most liberally on education, with 72 per cent.; Delhi spends 53 per cent., Ráwalpindi 43, Pesháwar 31, and Lahore only 23 per cent. of what might be required. The Hoshiárpur, Ráhon, and Gujrát Municipalities make a net saving on their schools.

Private enterprise in education.

28. Besides the efforts of the Department, an increasing amount continues to be done in furtherance of education by the people themselves, which is a welcome, as well as a hopeful, sign.

In the Delhi Circle, a new school has sprung up in the Umballa Cantonment, called the Hindú-Muhammadan School, under an enlightened Committee, with every prospect, the Inspector says, of success. The Jain Sabhás of Delhi and Hissár have also established schools in their respective towns for the special benefit of the Jain community.

In the Jullundur Circle, the Sanátan Dharm School at Hoshiárpur has been made a Middle School. A Girls' School has been opened at Bajwára, in the Hoshiárpur District, by Sardár Bahádur Amín Chand, alongside of the Middle School for boys maintained by that enlightened gentleman. The members of the Arya Samáj at Jullundur have drafted a scheme for the promotion of Secondary education amongst girls in that city. The Gurú Singh Sabha at Ferozepore have opened a Boys' and a Girls' School for instruction through the medium of Panjábí; and a few Elementary Schools have been opened by private persons in the Kángra District.

In the Lahore Circle, the Daya Nand Anglo-Vedic College has increased its staff, with the view to instructing, in the future, up to the B. A. standard. At Amritsar, Bháí Sant Singh has bequeathed property, with an income of Rs. 50 a month, for the establishment of a school for Sikh children; and the Lower Primary classes have already been opened. The Khálsa College Committee has adopted rules for the management of the College in all its departments; designs for the building have also been approved; and arrangements have been made to open school classes in Amritsar without further delay. The movement on the part of the Rájpúts to have a special College has not yet resulted in anything tangible.

In the Ráwalpindi Circle, an Anglo-Sanskrit School was opened during the year at Bhera in the Sháhpur District. An Anglo-Vernacular Primary School was opened at Abbottabad. The Himáyat-i-Islám School at Pesháwar has been made an Anglo-Vernacular Middle School; an Anglo-Sanskrit Primary

School was opened in the same city under the auspices of the Arya Samáj; also two Girls' Schools, one maintained by the orthodox Hindús, and the other by the Aryas. The Inspector speaks of other movements, and remarks that nothing shows the changed attitude of the people towards education more "than the fact that Unaided Schools are springing up in all directions."

No new movement during the year is recorded from the Deraját Circle; but those previously begun in Mooltan and Dera Isma'íl Khán seem to be prospering.

Chapter II, 29.
Controlling Agencies.

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	29	District Inspectors	33
Inspectors of Schools	30	District Officers	34
Assistant Inspectors	31	General Educational Conference ...	35
Inspection work	32	Departmental Conference	38

Direction.

29. I remained in administrative charge throughout the year, and, in accordance with the plan that every District should be seen, at least once, every two years, was able to visit all the main educational centres of about half the Province. I was on tour during parts of April, May, October, December, February, and March; but, what with heavy office work, and Committees, University Meetings, and Conferences requiring to be attended in the interests of education, it is hardly possible for the Director to be absent from head-quarters for a lengthened period, at one time.

Inspectors of Schools.

30. In December last, after full thirty years' service, Mr. D. W. Thompson, Inspector of Schools, Ráwalpindi Circle, retired on pension, and was succeeded by Lála Ságar Chand, B. A. With this exception, the charge of the five Inspectional Circles remains as at the end of last year, and now stands as follows:—Mr. J. Harvey in the Delhi Circle; Lála Piyáre Lál in the Jullundur Circle; Mr. T. C. Lewis in the Lahore Circle, and also in charge of the European Schools of the Province; Lála Ságar Chand in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán in the Deraját Circle.

Miss F. A. Francis continued in the office of Inspectress of Female Schools throughout the year.

Assistant Inspectors.

31. Among the Assistant Inspectors, a number of changes occurred in the course of the year. In May, Lála Ishar Dás died suddenly of cholera, and was succeeded in the Ráwalpindi Circle by Lála Sheo Lál, B. A. From the 1st of December, Munshí Pír Bakhsh (since deceased) retired from the same Circle, and was succeeded by Lála Shiv Diyál, M. A. In January, Lála Daya Rám, an excellent officer, was obliged to retire on account of ill health, and was succeeded in the Jullundur Circle, pending the reversion to the Department of Lála Amolak Rám, by Lála Fateh Chand, B. A., who had been officiating in the appointment. Bábú Harí Singh and Lála Jaigopál Singh, of the Lahore Circle, went on privilege leave for two-and-a-half months each, consecutively, from the beginning of June to the end of October; and Lála Kundan Lál, B. A., District Inspector, officiated for them. Lála Sheo Lál, of the Ráwalpindi Circle, was on leave from the 3rd October to the 12th November; and Lála Jamíyat Rái, the senior District Inspector of that Circle, officiated for him. Munshí Muhammad Ashraf, B. A., Personal Assistant to the Additional Inspector, Deraját Circle, also went on leave for a month, but no substitute was appointed. Lála Nand Kishor, B. A., remained at work in the Delhi Circle throughout the year.

Inspection work.

32. According to the regulations of the Code, Inspectors are required, during the winter, to visit, as far as possible, all the Secondary Schools in their Circles, and as many of the Primary Schools as may come in their way, and, in the summer, at least all the High Schools. Assistant Inspectors have to visit all the

Primary Schools in the winter, holding detailed examinations by the various standards, and, in the summer, such Anglo-Vernacular Secondary Schools as have not been seen by the Inspector. With trifling exceptions, these regulations were fully complied with during the past year; and, as usual, the inspection work of both the Inspectors and their Assistants was thoroughly careful and efficient. From an analysis of the touring returns of the Inspectors, a good deal of difference seems to exist in the practice of the Circles; for the days on tour vary from 160 to 268, and the number of schools examined, from 84 to 145. With the Assistant Inspectors, this difference is even more marked, the days on tour varying from 179 to 281, and the number of schools examined, from 183 to 517. In the Lahore and Ráwalpindi Circles, with two Assistant Inspectors each, the average number of schools examined by each Assistant was 284; whereas in the Delhi and Jullundur Circles, with but one Assistant each, the number of schools examined by each Assistant averaged 464. When the schools are so many, the system of examining by centres has to be more extensively resorted to, at the risk of diminished thoroughness; and, as remarked last year, the question of having to provide two more Assistant Inspectors will soon have to be considered. The Inspectors again speak in high terms of the zeal and ability of their Assistants, which have my warm acknowledgments; and I am also indebted to the former for very cordial support throughout the year.

The work of the Inspectress of Schools, because of the amount of travelling entailed in the winter months, is very heavy. She has to visit all the Girls' Schools in the Province, that are within Municipal or Cantonment limits and open to inspection; and the cheerfulness with which Miss Francis continues to do this, as well as the carefulness of her inspections, are worthy of commendation. During the past year, by economizing more her journeys in each direction, she was able to visit more schools away from the line of railway than previously; and the only remaining large stations will probably be reached next year.

District Inspectors.

33. District Inspectors of Schools are required to visit the Board Schools within their jurisdiction at least twice a year, and the Indigenous Schools in receipt of grants at least once; and the reports of the Inspectors in this behalf are generally satisfactory. In the Delhi Circle, the visitation in the Karnál District was deficient; in the Lahore Circle, the same was the case in the Gurdáspur District, the District Inspector having been since transferred to a smaller District; in the Ráwalpindi Circle, the visitation in the Pesháwar District was decidedly short; and in the Deraját Circle, there was a want of search and thoroughness in the Bannú District. Otherwise, much satisfaction appears to have been given; and the work of several is specially commended. Where the District Inspector adds tact to efficiency and energy, it is difficult to over-estimate his usefulness; for he then becomes the trusted adviser of the Deputy Commissioner, and the wants of the schools, and the interests of education, receive, proportionately, greater attention. When this is not the case, the management of the schools is apt to be a heavy burden on the District authorities. And hence the importance of the care, which is always exercised, in the selection of men for these appointments. Some of the Districts are sadly in want of Assistant District Inspectors; and this matter is to be reconsidered in connection with the Budget for next year. District Inspectors, in addition to their school work, have now also to inspect the Branch Post Offices in charge of Teachers; and one of the Inspectors doubts whether this extra work does

Chapter II, 34. Controlling Agencies.

not interfere with their more important educational duties. The arrangement, however, is provisional only, and open to revision at the end of the current year.

District Officers.

34. As a rule, District Officers give as much attention to the supervision of educational work as they may reasonably be expected to do; and not a few give the schools and the advance of public instruction their warm support. Tahsíldárs and Náib-Tahsíldárs have special duties prescribed in this connection. They are required to visit the schools within their sub-divisions as occasion may offer, and not less than once a year, to give attention specially to the outward condition and wants of the schools, and to use their influence in stirring up interest among the people in favour of education. With not many exceptions, the schools are visited often enough, and this part of the duty is more and more attended to every year; but the special object of these visits, wherein the Tahsíl authorities might be of the greatest service to education, is not as yet, I fear, except in a very few cases, even understood. Wherever there was marked disregard of the visiting duty, the case was brought to the notice of the Deputy Commissioner in the Educational Report on the District.

General Educational Conference.

35. The eighth annual meeting of the General Educational Conference was held at Lahore in the month of April, 1893. The Conference met on the 18th April, and continued its sittings for three days. It was attended by forty members—fifteen being official and twenty-five non-official.

Matters considered.

36. The following matters were considered by the Conference:—

(1) The rates and conditions of Staff Grants to Primary Venture Schools, under the Note to Article 68 of the Punjab Education Code;

(2) A suggestion to make clear the wording of Article 129, as far as it relates to raising the rates of Instruction Grants, and so as to exclude, as was probably intended, the doubled grants under Article 125 from the operation of the rule;

(3) Should grants be given for Persian or any Classical Language to Indigenous Schools in any of the standards, provided the scholars have passed in the Elementary Subjects?

(4) Has the time come for the extension to Girls' Schools of the conditions regarding attendance and general progress laid down in Articles 75 *(a)* and 93 *(c)* and *(d)*?

(5) A proposal to raise the standard in Urdú writing prescribed for the Second Class of Primary Schools so as to bring it nearer to that of the Third Class;

(6) The prescribing of Courses of Needle-work for Girls' Schools;

(7) A proposal to omit Mensuration from the Course of Studies of Anglo-Vernacular Middle Schools, and from the Middle School Examination for Girls;

(8) A proposal to simplify the Courses in History and Physical Science for the Middle School Examination;

(9) Are any measures necessary in connection with the practice of the scholars of the Third Middle and Entrance Classes absenting themselves without leave after their applications for admission have been sent to the University? And, in this connection, the general question of leave before and after the University Examinations;

(10) Should agreement to observe the Inter-School Rules be made a condition for the recognition of a school by the Department under the Note to Article 19?

(11) Should a scholar after passing the Middle School or Entrance Examination be required to produce a Leaving Certificate when entering a new institution?

(12) Should the time given to instruction in any or all of the Lower Primary Classes be reduced?

(13) Inclusion in the Scheme of Studies of a fixed time for Physical Training;

(14) Revision of the form of the Final School Certificate so as to better adapt it to the case of School Classes;

(15) The bearing on College discipline of the system prevailing in the Punjab of attaching no importance to attendance on College Classes.

Resolution of Government on the Proceedings of the Conference.

37. The conclusions of the Conference were generally accepted by His Honor, the Lieutenant-Governor; and a Resolution has been published in the Gazette embodying those conclusions and His Honor's orders thereon, and conveying the thanks of the Government to the members of the Conference for the help rendered, through their deliberations, to the cause of public instruction.

Departmental Conference.

38. The Departmental Conference met for one day immediately after the General Conference, and discussed, amongst other matters, suitable plans of buildings for Vernacular Schools, the selection of stipendiaries for the classes of the Central Training College; the award of Certificates of Proficiency in Physical Training in the case of Vernacular Schools; and the encouragement of Teachers' Associations, similar to that started by Mr. Lewis in the Lahore District. The recommendations of the Conference were generally approved by the Government; and a Circular has been issued notifying the decisions arrived at to those concerned.

UNIVERSITY EXAMINATIONS, 1892-93 AND 1891-92.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Arts Examinations.																	
Calcutta First Arts	Candidates	2	8	...	6	...	...	...	...	...	1	...	1	2	9	...	7
	Passes ...	2	7	...	5	...	...	...	...	...	1	...	1	2	8	...	6
Punjab Intermediate (Arts).	Candidates	158	151	7	...	18	15	3	...	46	55	...	9	222	221	1	...
	Passes ...	112	116	...	4	17	14	3	...	20	39	...	19	149	169	...	20
Punjab Intermediate (Oriental).	Candidates	2	5	...	3	...	...	...	...	1	1	...	...	3	6	...	3
	Passes ...	2	5	...	3	...	...	...	...	...	1	..	1	2	6	...	4
Punjab B. A. ...	Candidates	88	81	7	...	4	3	1	...	34	30	4	...	126	114	12	...
	Passes ...	42	38	4	...	...	1	...	1	9	7	2	...	51	46	5	...
Punjab B. O. L. ...	Candidates	3	2	1	...	...	...	...	...	3	3	...	...	6	5	1	...
	Passes ...	2	1	1	...	...	...	...	...	1	3	...	2	3	4	...	1
Punjab M. A. ...	Candidates	10	5	5	...	...	...	...	...	2	1	1	...	12	6	6	...
	Passes ...	6	2	4	...	....	...	...	...	1	...	1	...	7	2	5	...
Punjab M. O. L. ...	Candidates	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...	...
	Passes ...	1	1	..	...	...	...	...	...	...	...	...	...	1	1	..	...
Oriental Language Examinations.																	
Sanskrit Examination	Candidates	51	27	24	...	61	62	...	1	15	20	...	5	127	109	18	...
	Passes ...	12	14	...	2	17	19	...	2	4	7	...	3	33	40	...	7
Arabic Examination	Candidates	20	15	5	...	27	28	...	1	4	3	1	...	51	46	5	...
	Passes ...	14	15	...	1	8	20	...	12	1	3	...	2	23	38	...	15
Persian Examination.	Candidates	7	13	...	6	66	55	11	...	17	11	6	...	90	79	11	...
	Passes ...	4	9	...	5	28	19	9	...	7	...	7	...	39	32	7	...
Gurmukhi Examination.	Candidates	3	6	...	3	2	7	...	5	...	...	...	...	5	14	...	9
	Passes ...	3	4	...	1	...	2	...	2	...	1	...	1	3	7	...	4
Professional Examinations.																	
Law (Preliminary Examination).	Candidates	35	25	10	...	...	...	...	...	...	...	...	...	35	25	10	...
	Passes ...	23	19	4	...	...	...	...	...	...	...	...	...	23	19	4	...
Law (First Certificate Examination).	Candidates	8	12	...	4	...	...	...	...	1	2	...	1	9	14	...	5
	Passes ...	5	4	1	..	...	...	...	...	1	1	...	...	6	5	1	...
Law (Licentiate Examination).	Candidates	7	7	...	...	...	...	...	...	7	7	...	...	14	14	...	...
	Passes ...	4	3	1	...	...	...	...	...	4	1	3	...	8	4	4	...
Law (Intermediate Examination).	Candidates	14	...	14	...	...	...	...	...	...	...	...	...	14	...	14	...
	Passes ...	3	...	3	...	...	...	...	...	...	...	...	...	3	...	3	...
Law (L. L. B. Examination).	Candidates	...	...	...	...	...	...	...	...	1	...	1	...	1	...	1	...
	Passes ...	...	...	...	...	...	...	...	...	1	..	1	...	1	...	1	...
Medicine (First Examination for L. M. S.)	Candidates	*40	35	5	...	...	...	...	...	...	...	...	...	40	35	5	...
	Passes ...	12	23	...	11	...	...	...	...	...	...	...	...	12	23	...	11
Medicine (Second Examination for L. M. S.)	Candidates	23	23	...	...	...	...	...	...	...	...	...	...	23	23	...	...
	Passes ...	14	10	4	..	...	...	...	...	...	...	...	...	14	10	4	...
Medicine (Second Examination for M. B.)	Candidates	2	...	2	...	...	...	...	...	...	...	..	...	2	...	2	...
	Passes ...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
Civil Engineering (First Examination).	Candidates	...	3	...	3	...	..	...	...	...	...	...	...	...	3	...	3
	Passes ...	...	2	...	2	...	...	...	...	...	...	...	...	...	2	...	2

* Includes 3 girls.

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
Convocation for conferring Degrees ...	39	St. Stephen's College, Delhi	58—60
Examination statistics	40—46	The Mission College, Lahore	61—64
Arts Colleges	47	The Minor Colleges	65
Number and distribution of students,	48	Daya Nand Anglo-Vedic College, Lahore	66
Expenditure	49	Municipal Board College, Amritsar ...	67
Scholarships	50	Scotch Mission College, Siálkot ...	68
Examination results for the Provincial Arts Colleges	51	The Islámiya College, Lahore ...	69
Results in each subject	52	The Oriental College, Lahore... ...	70—73
The Lahore Government College ...	53—57	The Medical College, Lahore	74

University Convocation.

39. The twelfth Convocation of the Punjab University was held on the 11th January, 1893, when Degrees, Medals, and Special Prizes were conferred on the candidates who had been successful in the Examinations of the year.

Examination statistics.

40. The table on the opposite page gives the results of the Arts Examinations above the Entrance, of the Oriental Language Examinations, and of the Examinations in Law, Medicine, and Engineering, for the past year, and compares these with the figures of the previous year.

Calcutta University Examinations.

41. The returns for the Calcutta University, it will be observed, are now confined to the First Arts Examination, in which only two candidates appeared, both of whom passed, against 8 out of 9 in the previous year. Both candidates were from the Bishop Cotton School at Simla. The hold of the old *Alma Mater* on the Province is gradually declining; and this is not to be regretted, as the double system has various inconveniences.

Punjab University Examinations.

42. For the Intermediate Examination of the Punjab University, 222 candidates appeared on the Arts side, of whom 149 passed, or 67 per cent., against 169 out of 221, or 76 per cent., in the previous year. On the Oriental side, 3 appeared and 2 passed, against 6 out of 6 last year. In the B. A. Examination, 51 passed out of 126 candidates, or 40 per cent., against 46 out of 114, or about the same percentage, in the previous examination. In the B. O. L. Examination, 3 passed out of 6, against 4 out of 5 in the last return. In the M. A. Examination, 7 passed out of 12, or 58 per cent., against 2 out of 6 last year. In the M. O. L. Examination there was, as in the previous year, one candidate, who passed. These returns, with an average of 55 per cent. of successes on the Arts, and 72 per cent. on the Oriental side, may be regarded as satisfactory. The reduced percentages of marks required to pass, which were introduced two years ago, have certainly not affected at all markedly the proportion of passes; but it is noticeable that, with a lower percentage of marks to pass, the Calcutta University returns only 38 and 25 per cent. of successes in the First Arts and B. A. Examinations, against 67 and 40 per cent. recorded against the corresponding examinations in the Punjab. The contrast, if involving a caution, speaks in favour of the comparatively higher efficiency, on the whole, of collegiate instruction in this Province.

Oriental Language Examinations.

43. Except in Gurmukhí, the number of candidates in the Oriental Language Examinations was higher than in the previous year, with, however, not quite so favourable results. In Sanskrit, 127 candidates altogether appeared, and 33 passed, or 26 per

Chapter III, University Education.

cent., against 37 per cent. last year. In Arabic, out of 51 candidates 23 passed, or 45 per cent., against 83 per cent. in the previous examination. In Persian, out of 90 candidates in all the examinations, 39 passed, or 43 per cent., against 40 per cent. last year. In Gurmukhí, 3 out of 5 passed—two by the Proficiency, and one by the High Proficiency standard. As last year, the majority of the candidates were from institutions outside the Province. Nine candidates passed the additional examination in English held this year, for the first time, under the revised regulations, thereby qualifying for the Titles attached to the Oriental Language Examinations they had passed. One of the successful candidates had previously passed the *Shástrí* Examination, two the *Visharad*, and one the *Prajna*; one had passed the *Maulaví 'Alim* Examination, one the *Munshí 'Alim*, and two the *Munshí;* and only one belonged to the list of Oriental Language passes for the year under report, and recorded above. The old type of Oriental Language teacher has, under a ruling of the University, set himself to acquire a little English; and it is to be hoped that the effect will be in the direction expected, namely, to make possible a more enlightened study of the Oriental Classical Languages, and to improve the methods of teaching these.

Law Examinations.

44. Hitherto the Law Examinations have been three in number, called the *Preliminary*, the *First Certificate*, and the *Licentiate* Examinations,—the last qualifying as Pleaders. The present returns give two more—the Intermediate and L. L. B. Examinations. The reason is this: the previous system remains intact, leading up to a License to plead; but, with the provision to confer Degrees in Law, candidates after passing the Preliminary Examination are now differentiated into those who desire a License merely, and those who wish for a Law Degree. Licentiates have to pass the same examinations as formerly: those desiring to graduate have to pass the old Preliminary and the two new Examinations. The Intermediate Examination, it may be explained, is of the standard of the Licentiate Examination, with one paper in addition. In the Preliminary Examination, 35 candidates appeared in the last examination, and 23 passed, or 65 per cent., compared with 19 out of 25 last year. In the First Certificate Examination, 6 out of 9 passed, or 66 per cent., against 5 out of 14 in the previous examination. The smaller number of candidates in this examination is due to the deviation of some to the Degree side. In the Licentiate Examination, 8 out of 14 passed, or 57 per cent., against 4 out of the same number last year. On the Degree side, only 3 out of 14 candidates passed the new Intermediate Examination; and one, a private student, passed for the L. L. B. Degree. The above results are, on the whole, satisfactory; although it is difficult to account for the large proportion of failures in the Intermediate Examination, with practically the same test as for the Licentiates, with a lower pass standard, and with, presumably, as good a class of candidates.

Medical Examinations.

45. In the First Examination for Licentiate in Medicine and Surgery, out of 40 candidates only 12 passed, or 30 per cent., compared with 23 out of 35, or 65 per cent., last year. One of the successful candidates also passed the First Examination for M. B. In the Second Examination for Licentiate, 14 out of 23 passed, or 60 per cent., against 10 out of 23, or 43 per cent., in the previous examination. Two candidates appeared for the Second M. B. Examination, of whom one passed. Three of the candidates in the first L. M. S. Examination were females; but none of them passed.

Engineering Examinations.

46. The return for the Engineering Examinations is this year blank, compared with two passes in the First Examination in

Civil Engineering last year. As explained in previous reports, the only provision in the Province for instruction in Engineering subjects is a Class attached to the Mayo School of Art, and taught by the Mayo-Patiála Reader of the Punjab University; and, although the class appears to be popular, anything like steady or substantial results are not to be expected. But candidates from the Punjab schools continue to take a respectable place in the Engineering Examinations at Rurkí.

Arts Colleges.

47. The number of Arts Colleges within British territory is now seven, against six last year, namely—the Government College, the American Mission College, the Daya Nand Anglo-Vedic College, and the new Islámiya College, at Lahore; the Cambridge Mission St. Stephen's College in Delhi; the Municipal Board College in Amritsar; and the Scotch Mission College in Siálkot. Only the Government and Mission Colleges, Lahore, and the St. Stephen's College, Delhi, teach up to the Degree standards.

Number and distribution of students.

48. The following statement gives the number of students in all the Colleges at the close of the year, and their distribution over the classes:—

	1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class ... First Year	228	153	75	...
Intermediate Class ... Second Year ...	162	155	7	...
B. A. Class ... ... Third Year	95	58	37	...
B. A. Class ... ... Fourth Year ...	89	85	4	...
M. A. Class	15	11	4	...
Total	589	462	127	...

There is an increase in the total since last year of 127 students, which shows that the high fees now levied do not unduly obstruct the progress of University education in the Province. The increase in the First Year Class is a measure of the growing bent of the schools in this direction; and the increase in the Third Year Class restores the numbers throughout to something like their proper relative proportions. The numbers in the M. A. Class also show a steady rise.

Expenditure.

49. The table below gives the direct expenditure on all the Colleges, from the various sources, during the past year:—

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	44,908	47,349	...	2,441
District Funds	200	350	...	150
Municipal Funds	4,675	5,409	...	734
Fees	31,903	25,052	6,851	...
Subscriptions	11,159	11,982	...	823
Endowments and other sources	14,987	13,844	1,143	...
Total	1,07,832	1,03,986	3,846	...

The total increase of Rs. 3,846 is more than made up by the rise in Fees. The increase from Endowments is on account of the Daya Nand Anglo-Vedic College, the expenditure on which was returned short last year by Rs. 1,466. The decrease under all the other heads naturally follows the increase in Fees, which now cover fully one-fourth of the total expenditure.

Chapter III, 50, University Education. Scholarships.

50. The expenditure on Scholarships from the various sources, and the number of those of various kinds current at the end of the year, is shown in the following statement :—

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	*10,442	10,266	176	...
	District Funds	224	30	194	...
	Municipal Funds	1,747	1,168	579	...
	University Funds	4,384	3,150	1,234	...
	Other sources	1,028	560	468	...
	Total	17,825	15,174	2,651	...
Number of holders of	Government and University Open Scholarships	†62	69	...	7
	Jubilee Scholarships	†18	23	...	5
	Zamíndárí Scholarships	5	5	...	...
	Other Scholarships	33	19	14	...
	Total	118	116	2	...

* Includes Rs. 720 on account of Scholarships held in the M. A. O. College, 'Aligarh.

† Include 2 and 4 scholarship-holders, respectively, in the M. A. O. College, 'Aligarh.

There is an increase, on the whole, of only two Scholarships, but a rise in the expenditure of Rs. 2,651, which shows that a considerable number of those who had drawn Scholarships must have left before the end of the year. The increase of 14 under the head of Other Scholarships is of Close Scholarships founded by Local Boards and Private Bodies; and the increased expenditure from University Funds is owing to the award last year, for the first time, of the Albert Victor-Patiála Scholarships. The whole number of Scholarships now current is an average of one for every five students in attendance on the Colleges.

Examination results for the Provincial Arts Colleges.

51. The following table gives the results of the Calcutta and Punjab University Examinations, so far as concerns the Provincial Arts Colleges :—

		1892-93.	1891-92.	Increase.	Decrease.
F. A., Calcutta ...	Candidates	*2	8	...	6
	Passes	*2	7	...	5
Intermediate, Punjab ...	Candidates	158	151	7	...
	Passes	112	116	...	4
B. A., Punjab	Candidates	88	81	7	...
	Passes	42	38	4	...
M. A., Punjab	Candidates	10	5	5	...
	Passes	6	2	4	...

* From the Bishop Cotton School, Simla.

The results in the Calcutta First Arts Examination have been already explained. In the Punjab University Examinations, the number of candidates was, in each case, somewhat higher than in the previous year, with the following percentages of passes :— Intermediate Examination 70, B. A. 47, M. A. 60, compared with 77, 47, and 40, respectively, last year. These results for the Provincial Colleges are more favourable than those already recorded for the candidates generally.

52. The statement below gives the results for each subject in the different examinations :— Chapter III, 53. University Education. Results in each subject.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	...	1892-93	158	14	22	121	158	...	81	13	...	60
			1891-92	151	14	33	107	151	...	105	5	...	39
			Increase	7	...	...	14	7	...	...	8	...	21
			Decrease	...	...	11	...	...	...	24	...	...	...
	Passes	...	1892-93	134	12	12	105	134	...	77	13	...	58
			1891-92	143	12	21	94	140	...	92	5	...	35
			Increase	..	...	...	11	...	...	...	8	...	23
			Decrease	9	...	9	...	6	...	15	..	...	...
B. A. Examination.	Candidates	...	1892-93	88	4	9	44	37	11	42	18	1	8
			1891-92	81	6	9	40	30	3	37	18	2	10
			Increase	7	...	...	4	7	8	5	...	...	...
			Decrease	...	2	...	...	...	...	...	...	1	2
	Passes	...	1892-93	50	4	6	42	21	10	32	18	...	8
			1891-92	53	5	5	31	15	2	27	17	2	9
			Increase	...	...	1	11	6	8	5	1	...	...
			Decrease	3	1	...	...	...	...	...	...	2	1
M. A. Examination.	Candidates	...	1892-93	5	...	...	...	...	...	1	3	...	...
			1891-92	...	...	...	...	...	...	4	...	...	1
			Increase	5	...	...	..	...	...	...	3	...	...
			Decrease	...	...	...	...	...	...	3	...	...	1
	Passes	...	1892-93	4	...	...	...	...	...	...	2	..	...
			1891-92	...	...	...	...	...	...	1	...	...	1
			Increase	4	...	...	...	...	...	...	2	...	...
			Decrease	...	...	...	...	...	...	1	...	...	1

In the Intermediate Examination, except in Sanskrit, the percentages of passes are remarkably high, being in English and Mathematics 84, in Arabic 85, Persian 86, Philosophy 95, Science 96, and History 100. In Sanskrit, only 54 per cent. passed ; and the number of candidates had also much declined. In the B. A. Examination the percentages were—in English and Mathematics (A. Course) 56, in Sanskrit 66, Philosophy 76, Mathematics (B. Course) 09, Persian 95, and in Arabic, History, and Science 100 each. The increase from 3 to 11 in the candidates taking the further course in Mathematics is satisfactory. In the M. A. Examination, 5 took English, and 4 passed, or 80 per cent.; 3 took History, and 2 passed, or 66 per cent. ; and thes ingle candidate in Philosophy failed.

LAHORE GOVERNMENT COLLEGE.

53. The report of the Principal on the Government College, Lahore, is given as Appendix A. Lahore Government College.

54. Mr. W. Bell succeeded to the Principalship on the 8th of April, and remained in charge throughout the year. From April to December, Lála Ságar Chand, B. A., acted as Professor of Philosophy, in consequence of the death of Dr. Stülpnagel. From the 16th October, Mr. J. G. Godley resigned his appointment of Professor of History, and was succeeded by Mr. P. G. Dallinger, B. A., of Trinity College, Dublin, on the 27th of that month, the duties in the short interval having been taken by Mr. F. Haden Cope. On the 26th December, Mr. B. G. Ussher, M. A., of New College, Oxford, arrived in Lahore, and assumed the office of Professor of Philosophy. There were, thus, a good many changes in the teaching arrangements of the College; but the year was one, nevertheless, of successful work, and highly creditable, I consider, to Mr. Bell and the staff. The Staff.

Chapter III, 56.

University Education.

Statistics for the year.

55. The number of students rose during the year from 139 to 171. The number who joined the First Year Class was the same as in the previous year; but the accession to the Third Year Class, including an element from the Colleges which teach up to the Intermediate standard only, was unusually large. It is noteworthy that the Degree Classes are more largely attended than the Intermediate, and that as many as 14 were reading for the M. A. Degree at the end of the year. The expenditure for the year was Rs. 49,415, of which Rs. 13,507 was contributed from fees, or more than one-fourth of the total. The net cost to Government of educating each student was Rs. 217. Thirty-two of the students were scholarship-holders, compared with 35 last year. As scholarships are now all but exclusively won in open competition, the number of these held in a College may be deemed a fairly reliable measure of its share of the best students.

Examination results.

56. The results of the University Examinations held during the year are given below :—

Examinations.		1893.	1892.
Intermediate	Candidates	35	23
	Passes	25	20
B. A.	Candidates	42	49
	Passes	16	22
M. A.	Candidates	8	5
	Passes	5	2

The total number both of candidates and passes was higher than last year. In the Interm ediate Examination, the percentage of passes was 71, against 87 last year, and a general average this year of 67; in the B. A. Examination, it was only 38, compared with 45 and 40; and in the M. A. Examination, it was 62, against 40 and 58. The B. A. result cannot be said to be satisfactory, and is explained by the Principal as due to the large number in the class of failed men of the previous year. The places taken by the students of this College in the Pass Lists were, as heretofore, comparatively high; and a fair share of the Scholarships and Prizes fell to them.

General remarks.

57. The efforts of the staff for the general good of the students were not relaxed during the year. Evening lectures were given as usual; the College Clubs continued to prosper; and the conduct of the students is said to have been uniformly good. Cricket, football, and tennis were played with increased interest; and the Gymnasium, which is now ready, will be an important addition to the College. The excellent new Boarding House has supplied a great want. It had 101 in residence at the end of the year. The Principal's house, in the College grounds, has been occupied since October, with the result that the Principal is now brought into close daily contact with the students, and, as he remarks, "can now speak with confidence of the individual character of most of them."

ST. STEPHEN'S COLLEGE, DELHI.

St. Stephen's College.

58. The report on the Cambridge Mission College (St. Stephen's) at Delhi, with which the Principal has kindly favoured me, is given as Appendix B.

Statistics for the year.

59. The numbers rose during the year from 52 to 69, with an accession to the First Year Class of 28, which shows that the desire for a University education in the direction of Delhi is now considerable. The expenditure for the year was Rs. 17,705, of

which one-fourth was covered by the fees, which rose last year by 40 per cent. Twelve scholarships were current at the end of the year, or an average of one for about every six of the students. Chapter III, 60. University Education.

The number of candidates and passes in all the examinations was higher than last year. In the Intermediate Examination, 25 candidates appeared, and 14 passed, or 56 per cent., against a general average of 67; in the B. A. Examination, 5 out of 7 passed, or 71 per cent., compared with a general average of 40. The latter result is very good; and both the failed candidates seem to have been only very slightly short of the mark. For the first time, a candidate appeared from this College in the M. A. Examination, and passed, taking the second place in the Examination in English. Examination results.

60. The behaviour of the students is said to have been excellent; and the same means of giving a right bent to their characters continued operative during the year. Cricket is played, and athletics in other ways are encouraged; but the number who attend the Gymnasium, now in the College grounds, is still small. The Boarding House, which is conveniently situated and comfortable, had only 7 in residence at the end of the year; and regarding this the Principal remarks that, on account of the more moderate fees, places like Rewárí send their boys, in preference, to the Colleges of the North-Western Provinces. But there is steady expansion in this College notwithstanding; and the good it does, and the influence it exerts on this part of the Province, it would be difficult to overrate. General remarks

LAHORE MISSION COLLEGE.

61. The report on the Lahore Mission College, which has been kindly forwarded to me by the Principal, is given as Appendix C. Lahore Mission College.

62. The College contained at the close of the year 184 students, compared with 153 last year, and remains the most numerously attended College in the Province. The accession to the First Year Class of 57 was large and significant. The expenditure for the year rose by Rs. 1,896 to Rs. 24,108, of which more than two-fifths was covered by fees. Fifty of the students were scholarship-holders, or a little over one in every four of the students. Statistics for the year.

63. In the Intermediate Examination, 34 out of 45 passed, or 75 per cent., compared with a general average for the Province of 67; in the B. A. Examination, 21 out of 39 passed, or 53 per cent., against a general average of 40. The students of this College continue to take a good place in the Pass Lists, and to win a fair share of the Scholarships and Prizes; and this year again one of them headed the B. A. list, standing alone in the First Division. Examination results.

64. The Principal speaks favourably of the conduct and demeanour of the students, and notices, with satisfaction, the growth in manliness and other desirable qualities of some of them. For this end, much continues to be done by the staff. The increase of private reading is noticeable. Cricket, football, and tennis are played with good results, though not by all the students. The average attendance in the Boarding Houses, which are carefully supervised, was 96. The class-room accommodation is now scarcely sufficient for the large numbers; but the Principal hopes soon to be able to build two additional rooms. General remarks.

Chapter III, 65.

University Education.

THE MINOR COLLEGES.

The Minor Colleges.

65. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College and the Islámiya College at Lahore, and the Municipal Board College at Amritsar, is given as Appendix D, and that of the Inspector, Ráwalpindi Circle, on the Scotch Mission College, at Siálkot, as Appendix E. These Colleges, at present, teach up to the Intermediate standard only.

Daya Nand College.

66. The attendance on the Daya Nand Anglo-Vedic College rose from 89 to 116. The expenditure was Rs. 5,147, of which Rs. 1,702 was met from fees. There were five scholarships current at the end of the year. In the Intermediate Examination, 40 candidates appeared and 27 passed, or 67 per cent., compared with 39 out of 48 last year. The new building was occupied in the course of the year, to the great advantage of the institution. More than half of the students reside in the Boarding House.

Amritsar Municipal Board College.

67. There was an increase in the numerical strength of the Municipal Board College at Amritsar from 23 to 30. The expenditure for the year was Rs. 4,689, of which Rs. 1,514, or nearly a third, was covered by fees. Seven scholarships were current during the year. The result for this College in the Intermediate Examination, with 12 passes out of 13, and one heading the list, was remarkably good, and very creditable to Mr. Carne and his staff. Athletics are encouraged. Most of the students have their homes in Amritsar; but there were 5 in the Boarding House at the end of the year.

Siálkot Mission College.

68. The Scotch Mission College, Siálkot, has now 11 students, all in the First Year Class, two of whom hold Jubilee Scholarships. The expenditure for the year was Rs. 6,000, mostly met from Mission funds. The Inspector reports favourably of the arrangements and discipline; and the return of the Rev. Dr. Youngson is certain to add to the prosperity of the institution.

Islámiya College, Lahore.

69. The Islámiya College, Lahore, was opened in May, 1892, and had 8 First Year students at the end of the year. It is supported mainly by subscriptions, is controlled by the Anjuman-i-Himáyat-i-Islám, and is intended to provide the means of a University education, with small fees, to the poorer Muhammadan community.

THE ORIENTAL COLLEGE, LAHORE.

Oriental College.

70. An abstract of the Principal's report on the Oriental College of the Punjab University, together with the remarks thereon of the Committee of Management, is given as Appendix F.

Statistics of the year.

71. The number on the rolls at the end of the year was altogether 122, against 128 in the previous year,—72 of these belonging to the College Department, and 50 to the School. Of those in the College Department, 16 are on the general side reading for the Intermediate and Degree Examinations, and 56 on the purely Language side, reading for Oriental Titles; and of those in the School Department, 11 are preparing for the Entrance Examination in Urdú, and 39 for the lowest Examination in Oriental Languages. As many as 90 of the students now learn English. In addition to the above, instruction in their Oriental Classical Languages was given to the 114 of the students of the Lahore Government College; and, in this connection, as stated last year, the two M. A. students returned as belonging to the Oriental College, belonged more properly to the Government College. Thirty-six of the College students, or just one-half, and 5 in the School, are in receipt of scholarships. Besides

these, 25 in the College and 11 in the School draw stipends, leaving only 13 in the College and 34 in the School, or 47 in all, without allowances of any kind. According to creed, the proportion remains much as last year, namely—Muhammadans 61, Hindús 45, and Sikhs 16. The expenditure for the year amounted to Rs. 32,778, and the fees to only Rs. 492. Throwing out the amount paid by Government for the instruction in Oriental Classical Languages of the students of the Government College, Rs. 28,452 remains due to the Oriental College proper, or an average of about Rs. 230 per head. As much as 75 per cent. of this is covered by the Government grant.

Examination results.

72. From the College Department, on the General side, two candidates appeared in the Intermediate Examination, and both passed; three in the B. O. L. Examination, of whom two passed; and one in the M. O. L. Examination, who passed. On the Oriental side, six appeared in the two higher examinations in Sanskrit, and two passed; eleven appeared in the corresponding examinations in Arabic, and eight passed; four appeared in Persian, and three passed; and one in Gurmukhí High Proficiency, and passed. From the School Department, General side, two appeared in the Entrance Examination, in Urdú, and one passed. On the Oriental side, 4 out of 11 passed the Proficiency Examination in Sanskrit; 5 out of 5 the corresponding examination in Arabic, one out of two in Persian; and two passed the same examination in Gurmukhí. The results for the Government College students were satisfactory except in the Intermediate Examination in Sanskrit, in which only three out of six passed.

General remarks.

73. On the whole, the record compares favourably with that of previous years, and the present organization and management are efficient; but the prospects of advanced education and culture through the medium of the Vernacular do not improve, and the question will soon have to be asked—whether the experiment is worth the very high price that is paid for it.

THE MEDICAL COLLEGE.

Medical College.

74. The report of the Principal of the Medical College, Lahore, is given as Appendix G; and the following remarks, in review of the report, have been supplied by the Inspector-General of Civil Hospitals:—

Number of students.

"There were 397 students under instruction in the College and School during 1892-93, as against 322 in the previous year, an increase of 75. The numbers in 1890-91 and 1889-90 were, respectively, 297 and 300.

"The number of students in the Assistant Surgeon Class, which has been progressively increasing for several years, was considerably greater than it was last year. In this class there were 158 students, an increase of 14 in the number under instruction during 1891-92. In 1890-91 and 1889-90 the respective numbers were 124 and 106. The increase in this class is due entirely to an increase in the number of free students. In 1891-92, there were 79 free students, as against 93 in the year under review. The increase took place among students from the North-Western Provinces, of whom there were 16 more than in the previous year; the number of Punjab free students fell from 66 to 64.

"There were ten female students in the Assistant Surgeon Class, of whom four held scholarships from the Punjab Government, and six from the Lady Dufferin Fund.

"There were 239 students in the Hospital Assistant Class, as against 178 in the previous year; this large increase was due to a rise in the number of Military students from 36 to 83, and in the number of Burmah students from 17 to 36. The number of free male students fell from 29

Chapter III. University Education.

74. to 24. "There were eight female students in this class, as against ten in 1891-92. The scholarships which are available and the employment which would certainly be obtained on their getting their diplomas do not seem to be a sufficient attraction to females who have the requisite attainments to enter the Hospital Assistant Class.

Examination results.

"Of the 40 candidates who presented themselves for the Junior Examination in the Assistant Surgeon Class, 12, or 30 per cent., were successful in all subjects. Of the remainder, 16 failed in one subject only, and have been allowed to continue their studies in the higher school. In this Junior Examination, there were 19 failures in Chemistry.

"At the Final Examination, 15 passed out of 25 who presented themselves for examination, a percentage of 60. This contrasts very favourably with the percentage of successes in last year's examination, in which only 42 per cent. succeeded, 8 out of 19 having passed the required test. "At last year's examination there were 8 failures out of 19 candidates in Midwifery; whereas at the examination held this year there were only 4 failures out of 25 candidate s in this subject.

"Thirty out of fifty candidates in the Hospital Assistant Class passed, a percentage of 60 of successes. In the previous year, 73·6 per cent. of this class passed the necessary examination, and in 1891 the percentage of successes was 59.

Increased expenditure.

"The large increase of expenditure in the College under the head of Establishment and Contingencies, Rs. 11,189, was partly due to the fact that Dr. Murray carried on the duties of Professor of Pathology and Materia Medica throughout the year. This appointment was made on the 14th November, 1891, so that the salary for this chair was paid for only four-and-a-half months in the year of 1891-92. The increased expenditure was also partly due to the fact that the Principal and the Professor of Anatomy were present throughout the year. In 1891-92, they were absent on furlough for six months, and the officers who acted for them drew less pay. Though the expenditure was considerably greater than that of the year 1891-92, in consequence of the large increase in the number of students, the average expenditure on each student was less, or Rs. 248 as against Rs. 258 in 1891-92.

Scholarships and stipends.

"As compared with last year, there was one additional scholarship, and 67 more stipends granted during the year under review. The great increase in the number of stipends was due to the larger number granted to the Military and Burmah students.

New Dissecting Room.

"The new Dissecting Room, which was opened during the year, renders the College buildings much more complete than they used to be. There is now ample accommodation for the students of the Anatomy Classes.

Discipline.

"The Principal reports that the discipline during the year was good.

"The Principal and Professors of the Medical College are to be, on the whole, congratulated on the results of the past year. The number of the students is much greater than it has ever been before, and, though the results of the examinations in the Hospital Assistant Class are not so favourable as they were last year, the results of the Final Examination in the Assistant Surgeon Class were good."

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

SECTION A.—SECONDARY SCHOOLS.

	Paras.
General statistics	75
Number of schools	76
Number of scholars	77
Expenditure	78
Fees	79
Scholarships	80
Examination results	81
Entrance Examination	82—83
Middle School Examination	84—85
Calcutta Entrance Examination	86
Boarding Houses	87
Advance of English compared with Vernacular education	88

SECTION B.—PRIMARY SCHOOLS.

General statistics	89
Number of schools and scholars	90
Expenditure	91
Fees	92
Scholarships	93
Examination results	94
Zamíndárí Schools	95
Gurmukhí Classes	96

SECTION C.—GENERAL QUESTIONS.

General character of the instruction	97
Conduct and discipline	98
Moral instruction	99
Physical training	100
Buildings and accommodation	101
Furniture and appliances	102
General progress	103
Teachers' Associations	104

SECTION D.—EDUCATION IN NATIVE STATES.

Institutions and scholars in Native States	105
Examination results for Native States	106

SECTION A.—SECONDARY EDUCATION.

General statistics.

75. The table on the following page compares the statistics of Secondary Schools for Native Boys for the last two years.

Number of schools.

76. The number of Secondary Schools rose during the year from 249 to 261, giving 12 new schools against only one last year. The increase was in 2 High and 10 Middle Schools. There are now 52 High Schools in the Province, all but one being Anglo-Vernacular Schools. The number of Middle Schools is 209, of which 85 are Anglo-Vernacular and 124 Vernacular. Of the 12 new schools, 5 were Board Schools, 5 Aided Schools, and 2 Unaided Schools, only one being Vernacular. It is noticeable that all the Vernacular Schools but one are Board Schools.

Number of scholars.

77. Although there is a considerable rise in the number of schools, the increase in the scholars from 47,890 to 48,025 is but nominal, owing to the prevalence of severe sickness throughout the Province during a portion of the year. There was a rise in the Secondary classes, and even—though in less proportion—in the Upper Primary; but in the Lower Primary classes, where the sickness was bound to tell most, the fall was very marked. It may also be observed that in the Vernacular Schools there was a decline at all the stages, except in the single Unaided School, which happens to be a Boarding School, healthily situated. In the High Departments, there are now 2111 scholars, compared with 1994 last year; in the Middle, 11,766, compared with 11,407; or altogether 13,877 at the Secondary stage of instruction, compared with 13,401. The remainder, or 34,148, belong to the Primary Departments, being a decrease on the previous year of 341 scholars. The increase, on the whole, of 135 scholars, is made out of an increase in the Anglo-Vernacular Schools of 869, and a decrease in the Vernacular Schools of 734.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

Chap. IV. A, 75.

Secondary Schools.

			Anglo-Vernacular.				Vernacular.							Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Board Schools.	Aided Schools.	Unaided Schools.	Total.	Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Open Scholarships.	Jubilee Scholarships.	Zamíndári Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.		1892-93 ...	23	20	8	51	...	1	...	1	52	...	...	...	...	...	...	...
		1891-92 ...	22	19	8	49	...	1	...	1	50	...	...	...	...	...	...	...
		Increase ...	1	1	...	2	...	...	...	...	2	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.		1892-93 ...	52	21	12	85	123	...	1	124	209	...	...	...	...	...	...	...
		1891-92 ...	49	16	11	76	122	1	...	123	199	...	...	...	...	...	...	...
		Increase ...	3	5	1	9	1	...	1	1	10	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.		1892-93 ...	75	41	20	136	123	1	1	125	261	...	...	...	...	...	...	...
		1891-92 ...	71	35	19	125	122	2	...	124	249	...	...	...	...	...	...	...
		Increase ...	4	6	1	11	1	...	1	1	12	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Number of Scholars.	*High Stage.*	1892-93 ...	926	759	376	2,061	...	50	...	50	2,111	2,095	332	307	51	20	74	452
		1891-92 ...	906	751	281	1,938	...	56	...	56	1,994	1,972	288	309	55	18	28	410
		Increase ...	20	8	95	123	...	...	...	...	117	123	44	...	...	2	46	42
		Decrease ...	...	...	...	...	...	6	...	6	...	...	...	2	4	...	...	...
	Middle Stage.	1892-93 ...	4,328	2,273	1,112	7,713	4,028	...	25	4,053	11,766	7,609	2,854	588	120	51	646	1,405
		1891-92 ...	4,363	2,116	827	7,306	4,056	45	...	4,101	11,407	7,277	2,720	633	130	23	593	1,379
		Increase ...	...	157	285	407	...	...	25	...	359	332	134	...	...	28	53	26
		Decrease ...	35	...	...	...	28	45	...	48	...	...	...	45	10	...	...	...
	Total Secondary Stage.	1892-93 ...	5,254	3,032	1,488	9,774	4,028	50	25	4,103	13,877	9,704	3,186	895	171	71	720	1,857
		1891-92 ...	5,269	2,867	1,108	9,244	4,056	101	...	4,157	13,401	9,249	3,008	942	185	41	621	1,789
		Increase ...	...	165	380	530	...	...	25	...	476	455	178	...	...	30	99	68
		Decrease ...	15	...	...	...	28	51	...	54	...	...	...	47	14	...	...	...
	Upper Primary Stage.	1892-93 ...	5,056	2,379	903	8,338	2,966	...	60	3,026	11,364	8,326	2,438	14	8	4	59	85
		1891-92 ...	5,188	2,337	662	8,187	3,030	51	...	3,081	11,268	8,125	2,401	13	8	10	32	63
		Increase ...	...	42	241	151	...	...	60	...	96	201	37	1	...	...	27	22
		Decrease ...	132	...	...	...	64	51	...	55	...	...	...	...	...	6	...	...
	Lower Primary Stage.	1892-93 ...	6,810	4,179	1,433	12,422	10,358	...	4	10,362	22,784	803	5,755	...	...	...	35	35
		1891-92 ...	6,970	4,046	1,218	12,234	10,828	159	...	10,987	23,221	926	6,201	...	...	...	...	...
		Increase ...	...	133	215	188	...	...	4	...	...	...	...	...	...	...	35	35
		Decrease ...	160	...	...	...	470	159	...	625	437	123	446	...	...	...	...	...
	Total Primary Stage.	1892-93 ...	11,866	6,558	2,336	20,760	13,324	..	64	13,388	34,148	9,129	8,193	14	8	4	94	120
		1891-92 ...	12,158	6,383	1,880	20,421	13,858	210	...	14,068	34,489	9,051	8,602	13	8	10	32	63
		Increase ...	...	175	456	339	...	...	64	...	...	78	...	1	...	...	62	57
		Decrease ...	292	...	...	...	534	210	...	680	341	...	409	...	...	6	...	...
	Grand Total.	1892-93 ...	17,120	9,590	3,824	30,534	17,352	50	89	17,491	48,025	18,833	11,379	909	179	75	814	1,977
		1891-92 ...	17,427	9,250	2,988	29,665	17,914	311	...	18,225	47,890	*18,300	11,610	955	193	51	653	1,852
		Increase ...	...	340	836	869	...	...	89	...	135	533	...	...	...	24	161	125
		Decrease ...	307	...	...	...	562	261	...	734	...	...	231	46	14	...	...	...

* Wrongly returned last year as 19,406.

Chap. IV, A, 78. Secondary Schools. Expenditure.

78. The following statement gives in detail the expenditure on all classes of Secondary Schools for Native Boys for the last two years:—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1892-93 ...	10,901	24,908	1,45,538	1,57,762	8,605	3,47,714
	1891-92 ...	6,981	24,701	1,58,948	1,39,767	9,399	3,39,796
	Increase ...	3,920	207	...	17,995	...	7,918
	Decrease ...	...	...	13,410	...	794	...
Aided Schools ...	1892-93 ...	64,376	1,430	13,845	95,904	57,070	2,32,625
	1891-92 ...	59,993	808	12,570	86,345	55,109	2,14,825
	Increase ...	4,383	622	1,275	9,559	1,961	17,800
	Decrease ...	...	...	...	...	...	...
Unaided Schools ...	1892-93 ...	...	...	...	20,268	17,377	37,645
	1891-92 ...	...	...	...	16,068	23,551	39,619
	Increase ...	...	...	...	4,200	...	...
	Decrease ...	...	...	...	...	6,174	1,974
Total Anglo-Vernacular Schools.	1892-93 ...	75,277	26,338	1,59,383	2,73,934	83,052	6,17,984
	1891-92 ...	66,974	25,509	1,71,518	2,42,180	88,059	5,94,240
	Increase ...	8,303	829	...	31,754	...	23,744
	Decrease ...	...	...	12,135	...	5,007	...
VERNACULAR SCHOOLS.							
Board Schools	1892-93 ...	...	67,812	18,249	30,767	952	1,17,780
	1891-92 ...	...	69,490	17,454	30,754	646	1,18,344
	Increase ...	...	...	795	13	306	...
	Decrease ...	...	1,678	...	...	...	564
Aided Schools ...	1892-93 ...	2,057	179	239	17	2,184	4,676
	1891-92 ...	2,121	216	247	85	2,362	5,031
	Increase ...	...	...	...	...	...	...
	Decrease ...	64	37	8	68	178	355
Unaided Schools ..	1892-93 ...	...	...	...	430	1,948	2,378
	1891-92 ...	...	...	...	...	...	...
	Increase ...	...	...	...	430	1,948	2,378
	Decrease ...	...	...	...	...	...	...
Total Vernacular Schools.	1892-93 ...	2,057	67,991	18,488	31,214	5,084	1,24,834
	1891-92 ...	2,121	69,706	17,701	30,839	3,008	1,23,375
	Increase ...	...	...	787	375	2,076	1,459
	Decrease ...	64	1,715	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Schools.	1892-93 ...	77,334	94,329	1,77,871	3,05,148	88,136	7,42,818
	1891-92 ...	69,095	95,215	1,89,219	2,73,019	91,067	7,17,615
	Increase ...	8,239	...	...	32,129	...	25,203
	Decrease ...	...	886	11,348	...	2,931	...
Scholarships ...	1892-93 ...	3,269	41,635	11,152	95	2,363	58,514
	1891-92 ...	4,297	41,812	10,804	...	3,764	60,677
	Increase ...	...	...	348	95	...	...
	Decrease ...	1,028	177	...	...	1,401	2,163

There is a total increase of Rs. 25,203, or about 3·5 per cent., Rs. 23,744, being on account of the Anglo-Vernacular, and Rs. 1,459 of the Vernacular Schools. The rise on the Anglo-Vernacular

Chap. IV, A, 79. Secondary Schools.

side was mainly due to the increased number of schools, and on the Vernacular side to the inclusion as an Unaided School of the large Christian Training Institution at Siálkot. The increase from Provincial Revenues was due to the expenditure on the Central Model School, Lahore, having been for the whole year, instead of for only five months in the previous return, and to enhanced grants. The decline in the total under the other heads is accounted for by the rise in fees, which, it will be observed, exceeded by a good deal the entire total increase. The very large fall in expenditure from Municipal Funds was partly due to the transfer to Government of the Central Municipal Board School at Lahore. Of the total expenditure, which is now Rs. 7,42,818, Provincial Revenues contribute a little over one-tenth, District Funds about one-eighth, Municipal Funds less than one-fourth, Fees more than two-fifths, and Private sources less than one-eighth. The contribution from Fees and Private sources is now over one-half of the total. The average annual cost, per scholar, in Secondary Schools, is about Rs. 15-7-0; in Anglo-Vernacular Schools, it is a little over Rs. 20; in Vernacular Schools, it is Rs. 7-2-0.

Fees.

79. The Fee receipts, as already stated, rose considerably during the year, and now stand at Rs. 3,05,148, or a little over 41 per cent. of the total expenditure. The rise extended to all the classes of schools, except the single Aided Vernacular School, that is, the school attached to the Oriental College, Lahore, which, with 50 pupils in the High Department, only raised Rs. 17 in fees. The Anglo-Vernacular Schools, it will be observed, contributed nearly nine-tenths of the Fee receipts.

Scholarships.

80. The number of scholarships current at the end of the year was 1977, or 125 more than last year. The number of Open and Jubilee Scholarships decreased slightly; whilst the Zamíndárí and Close Scholarships, especially the latter, increased. In the High Departments, 452 scholarships were current, or an average of a little over one to every five scholars reading at that stage; in the Middle Departments, 1405 were current, or a little under one to every 8 scholars; and, in the Primary Departments, 120 were current, the last being mainly small *wazífas* paid to poor boys in Sháhzáda Suriya Jah's School at Delhi. The rule that Scholarships, whether Open or Close, should be awarded according to the results of Public Examinations is now strictly observed. The total expenditure on Scholarships for the year was Rs. 58,514, or Rs. 2,163 less than last year. The decreased expenditure, compared with the increased number of scholarships, is mostly due to the fact that the reduced number of Open Scholarships of higher value more than compensates for the enhanced number of Close Scholarships of less worth. And, no doubt, the sickly season also affected the drawments. Over eight-ninths of the expenditure is met from Local Funds.

The founding during the year, by Sir James Lyall, of two High School and three Middle School Scholarships, for the benefit of the sons of Rájpút, Gaddí, and Kanet agriculturists in the Kángra District, is deserving of note. Two High School Scholarships have also been founded in the Gujrát District by Sardár Jagjodh Singh, to help deserving poor boys to study for the Entrance Examination.

Examination results.

81. The following table compares the results of the Entrance and Middle School Examinations for Native Boys for the last two years :—

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1892-93 ...	427	295	69·1	1,369	679	49·6	142	108
	1891-92 ...	417	280	67·1	1,288	866	67·2	102	95
	Increase	10	15	2·0	81	...	...	40	13
	Decrease	...	...	...	...	187	17·6	...	...
Aided Schools	1892-93 ...	386	256	66·3	776	328	42·3	105	75
	1891-92 ...	376	190	50·5	725	409	56·4	92	80
	Increase	10	66	15·8	51	...	...	13	...
	Decrease	...	...	...	...	81	14·1	...	5
Unaided Schools ...	1892-93 ...	178	109	61·2	424	91	21·5	19	7
	1891-92 ...	129	70	54·2	262	111	42·4	23	19
	Increase	49	39	7·0	162	...	...	...	...
	Decrease	...	...	...	...	20	20·9	4	12
Total Anglo-Vernacular Examination.	1892-93 ...	991	650	66·6	2,569	1,098	42·7	266	190
	1891-92 ...	922	540	58·5	2,275	1,386	60·9	217	194
	Increase	69	120	8·1	294	...	...	49	...
	Decrease	...	...	...	...	288	18·2	...	4
Vernacular Examination.									
Board Schools	1892-93 ..	3	2	66·6	1,253	955	76·2	...	...
	1891-92 ...	3	2	66·6	1,275	1,061	83·2	...	...
	Increase	...	...	...	...	...	...	...	...
	Decrease	..	...	...	22	106	7·0	...	...
Aided Schools	1892-93 ...	2	1	50·0	22	19	86·4	...	...
	1891-92 ...	6	2	33·3	25	21	84·0	...	...
	Increase	...	...	16·7	...	...	2·4	...	...
	Decrease	4	1	...	3	2	...	...	...
Unaided Schools ...	1892-93 ...	...	...	...	1	1	100·0	...	...
	1891-92 ...	...	...	...	3	3	100·0	...	...
	Increase	...	...	...	...	...	...	...	...
	Decrease	...	...	...	2	2	...	...	...
Total Vernacular Examination.	1892-93 ...	5	3	60·0	1,276	975	76·4	...	...
	1891-92 ...	9	4	44·4	1,303	1,085	83·3	...	...
	Increase	...	...	15·6	...	...	...	...	...
	Decrease	4	1	...	27	110	6·9	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1892-93 ...	996	663	66·6	3,845	2,073	53·9	266	190
	1891-92 ...	931	544	58·4	3,578	2,471	69·1	217	194
	Increase	65	119	8·2	267	...	...	49	...
	Decrease	...	...	...	...	398	15·2	...	4

* Exclusive of those who took up English only.

Entrance Examination.

82. In the last Entrance Examination of the Punjab University, 996 candidates appeared from the Public Schools, and 663 passed, or 66 per cent., against 544 out of 931, or 58 per cent., in the previous year. Of the successful candidates, 660 belonged to the Anglo-Vernacular Schools, and only 3 to the Vernacular. Comparing the different classes of schools, Government and Board Schools had 69 per cent. of successes, Aided Schools 66 per cent., and Unaided Schools 61 per cent. The percentage of successes in the last Calcutta Entrance Examination was 65, which is much nearer that of the Punjab than was the case, as noticed in the last Chapter, with the higher examinations. The relative position of the Inspectional Circles, according to the average of passes in this examination, is the Deraját Circle first, with 81 per cent.; Jullundur second, with 65 per cent.; Lahore and Ráwalpindi next, with 60 per cent. each; and Delhi fifth, with 53 per cent. According to the number of passes, the order would be Lahore first, with 334; Ráwalpindi second, with 136; Jullundur third, with 113; Delhi fourth, with 97; and Deraját fifth, with 75.

Chap. IV, A, 83.

Secondary Schools.

The most successful schools.

83. The schools which passed the greatest number of candidates were the Daya Nand Anglo-Vedic School, with 61 successes, the Central Model School, with 48, and the Gujránwála Mission School, with 45. The schools with the best percentages were the Municipal Board School, Dera Ghází Khán, the Church Mission School, Amritsar, and the Baring High School, Batála, which passed all their candidates; the Municipal Board School, Jullundur, with 94 per cent., the American Mission School, Siálkot, with 92 per cent., and the Pálampur High School, with 90 per cent.,—all excellent results, and evidence of careful work. The Mission School, Umballa, with 88 per cent. of successes, the Church Mission School, Dera Isma'íl Khán, and the Scotch Mission School, Siálkot, each with 85 per cent., and the Municipal Board Schools at Mooltan and Ferozepore, each with 81 per cent., also took high places; and the Victoria Bhrátrí Sabha School, at Dera Isma'íl Khán, the Municipal Board Schools at Amritsar, Rewárí, Gujrát, and the Muhammadan Anglo-Oriental School at Amritsar, with from 80 to 75 per cent. of passes, are also deserving of mention. The Mooltan Municipal Board School took the highest number of the first twenty places on the list; and the Jagádhrí Municipal Board School, in the first year of its sending candidates to the Entrance Examination, distinguished itself by winning the highest place.

Middle School Examination.

84. In the last Middle School Examination, out of 3845 candidates from the schools, 2073 passed, or just a little short of 54 per cent., compared with 2471 out of 3578, or 69 per cent., last year. There were, besides 190 who passed in English only. The results on the Vernacular side, with 76 per cent. of successes, were much more favourable than on the Anglo-Vernacular side, with only 42 per cent., and the difference is attributed to the application of a too high standard in English by certain examiners. The matter was enquired into by the University, with the result that the returns were slightly amended; and rules have been adopted to secure greater uniformity in the future. Comparing the different classes of schools, the Board Schools, on the Anglo-Vernacular side, take the highest place with 49 per cent. of successes, against 42 per cent. for the Aided, and 21 per cent. for the Unaided Schools. On the Vernacular side, the Aided Schools lead with 86 per cent.; but the number of candidates was insignificant, compared with that from the Board Schools. The order of the Circles, according to the percentage of successes in this examination, is Jullundur first, with 63 per cent., Deraját second, with 55 per cent., Ráwalpindi and Delhi next, with 51 per cent. each, and Lahore fifth, with 31 per cent. It has to be explained that it was in the Lahore Circle that the too high standard of valuing was applied, and that this Circle is further weighted by a large number of indifferent Unaided Schools. According to the number of passes, the order would be—Jullundur, Ráwalpindi, Lahore, Delhi, and Deraját.

Schools specially mentioned.

85. The schools with the highest proportion of successes in this examination, on the Anglo-Vernacular side, were the Daska and Jámke Schools in the Siálkot District, with over 90 per cent.; the Victor School, Jullundur, and the Municipal Board Schools at Ferozepore, Shujábád, Núrpur, and Bhera, with from 80 to 90 per cent.; and the Church Mission School, Dera Isma'íl Khán, the Bajwára Aided School, and the Board Schools at Ráhon, Tánda, Karnál, Chakwál, and Muzaffargarh, with from 75 to 80 per cent. The schools with the greatest number of passes, on the same side, were the Mooltan and Jullundur Municipal Board Schools, with 34 each; the Mission School, Gujránwála, and the Municipal Board School, Amritsar, with 30 each; the Municipal Board School

Chap. IV, A, 86.

Secondary Schools.

Ludhiána, and the Central Model School, Lahore, with 29 each; the Municipal Board Schools at Hoshiárpur and Gujrát, with 28 each; and the Municipal Board School, Siálkot, with 26 passes. The Tánda School distinguished itself by taking the highest place on the list, as well as two other places in the first twenty. The Ferozepore Municipal Board School had also three of the first twenty places, and the Siálkot Municipal Board School had two. On the Vernacular side, the Nawashahr Municipal Board School, in the Jullundur District, passed the greatest number of candidates. The Hariána, Vairowál, Moga, Mahalpur, and Kunjáh Schools followed close behind. The percentages generally taken were very high, which suggests the probability of a too low standard having been applied. The Adampur School took three of the first twenty places on the list, including the highest place; the Moga School had also three places within the first twenty, and the Phillour and Sambriál Schools two such places each.

Calcutta Entrance Examination.

86. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following table gives the results for the past year:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Boards Schools ...	1892-93	27	13	48·1
	1891-92	44	12	27·3
	Increase	...	1	20·8
	Decrease	17	...	...
Aided Schools	1892-93	28	15	53·6
	1891-92	70	13	18·6
	Increase	...	2	35·0
	Decrease	42	...	...
Unaided Schools	1892-93	18	3	16·7
	1891-92	26	6	23·1
	Increase	...	...	...
	Decrease	8	3	6·4
Total ...	1892-93	73	31	42·5
	1891-92	140	31	22·1
	Increase	...	...	20·4
	Decrease	67	...	...

Out of 73 candidates, 31 passed, or 42 per cent., compared with 31 out of 140, or 22 per cent., in the previous examination. The proportion of successes is a good deal higher than last year; but it is still much lower than the general average of 65 per cent. for the whole examination, or than the 66 per cent. gained in the local test,—the reason, no doubt, being that, while the schemes differ considerably, there is no special preparation in the Punjab Schools for the Calcutta Examination. The best result was for the Aided Schools, that for the Unaided Schools being very poor. The decline in the number of candidates was very marked; and it is likely that this will continue. The desire, however, on the part of those who can afford the fees, to have a double chance, is so strong, that several appear to have tried the last Matriculation Examination of the Bombay University.

Boarding Houses.

87. To prevent the undue multiplication of Secondary Schools, and yet to bring the means of advanced school education within the reach of those who may desire it, it is laid down in the Punjab Education Code that, as far as possible, every Secondary School should have a Boarding House attached to it.

Chap. IV, A, 88. Secondary Schools.

It is also required that these Boarding Houses should be provided with certain articles of simple furniture, with one or two necessary servants, and that they should be efficiently supervised. Year by year, the supply of Boarding Houses is being extended, and, with the exception of the Delhi, Rohtak, Karnál, Amritsar, Ráwalpindi, and Pesháwar Districts, the provision is already fairly satisfactory. The arrangements for the comfort and supervision of the boarders are also being gradually improved; and it is correct to say that the Boarding Houses have become an important factor in our educational system. How far, combined with games and play-ground life, they will exercise that influence for good on the schools they might be expected to do remains to be seen. I have myself, however, no doubt but that in time, they will be the means of awakening a better tone and spirit in the schools, especially by the growth of common interest and good-fellowship among the scholars. And this is a matter, especially at this time of factional wrangling not always kept out of the schools, for the Teachers and all connected with education to carefully see to. Boarding Houses, as remarked last year, are occasionally provided through the liberality of private gentlemen; and I have the pleasure of noting the case of one supplied during the past year at Rojhán, in the Dera Ghází Khán District, by Nawáb Sir Imám Bakhsh Khán, K.C.I.E., Mazárí Chief.

Advance of English compared with Vernacular education.

88. It was noted at the beginning of this section that of the 12 additional schools opened during the year 11 were Anglo-Vernacular, and that while the attendance on Vernacular Schools had declined at all the stages of instruction, the reverse had been the case in the Anglo-Vernacular Schools. The number of Vernacular candidates in the last Middle School Examination was just one-half of that on the Anglo-Vernacular side; and, in the Lahore Circle, where English education has made most progress, the proportion from the schools was less than one-fourth. There can thus be no doubt that, as regards Secondary Schools, the desire of the people is mostly in favour of English education. Mr. Lewis considers that, in his Circle, there appears to be some check to the rapid advance of English education that has been going on for some years; but in the other Circles, which are not so far forward in this respect, the desire for English Schools continues on the increase. Lála Ságar Chand remarks on the point: "The year under review has seen a very marked development in the peoples' desire for an English education. On the one hand, school after school among the existing institutions has been adding English to its course; and, on the other, new Anglo-Vernacular Schools have been springing up." And Mr. Harvey says: "All over the country, Anglo-Vernacular Schools are clamouring to be raised to the High grade; while Vernacular Schools are equally eager to be converted into Anglo-Vernacular." That the desire is genuine is shown by the fact that subscriptions are readily raised with the view to getting a Vernacular converted into an Anglo-Vernacular School; and, as pointed out by the Ráwalpindi Inspector, the desire seems to have increased with the recent order of Government that, from 1896, a knowledge of English will be a necessary condition for most of the subordinate appointments in District Offices. But, with the increasing popularity of English education, it is not to be understood that the advantage of a Vernacular education is proportionately under-valued. On the contrary, the desire for education generally is becoming more and more wide-spread; where there is nothing else, the people anxiously petition for ordinary Vernacular Schools; and the Inspectors continue to

record instances of the people applying to have their Vernacular Primary Schools raised to the Middle grade, without the introduction of English being added as a condition.

Chap. IV, B, 89. Primary Schools.

SECTION B.—PRIMARY SCHOOLS.

89. The following table compares the statistics of Primary Schools for Native Boys for the last two years :—

General statistics.

		Number of Schools.	Number of Scholars.			Number of agricul-turists.
			Upper Primary stage.	Lower Primary stage.	Total.	
Government and Board Schools	1892-93 ...	1,681	12,604	66,318	78,922	45,132
	1891-92 ...	1,663	12,498	72,483	84,981	48,621
	Increase ...	18	106	...	...	...
	Decrease ...	...	...	6,165	6,059	3,489
Aided Schools	1892-93 ...	58	349	3,086	3,435	706
	1891-92 ...	53	322	2,835	3,157	563
	Increase ...	5	27	251	278	143
	Decrease ...	...	...	...	...	...
Unaided Schools	1892-93 ...	20	155	776	931	309
	1891-92 ...	15	167	595	762	115
	Increase ...	5	...	181	169	194
	Decrease ...	...	12	...	...	...
Total ...	1892-93 ...	1,759	13,108	70,180	83,288	46,147
	1891-92 ...	1,731	12,987	75,913	88,900	49,299
	Increase ...	28	121	...	...	...
	Decrease ...	...	...	5,733	5,612	3,152
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1892-93 ...	...	24,472	92,964	1,17,436	54,340
	1891-92 ...	...	24,255	99,134	1,23,389	57,907
	Increase ...	...	217	...	...	...
	Decrease ...	...	...	6,170	5,953	3,567
Zamíndárí Schools included in the above.	1892-93 ...	202	...	6,360	6,360	4,382
	1891-92 ...	202	...	6,902	6,902	5,004
	Increase ...	...	...	...	...	...
	Decrease ...	...	...	542	542	622

90. There is an increase of 28 Primary Schools, but a fall of 5612 scholars, giving now a total of 1759 schools, and 83,288 scholars. The gain in the number of schools is made up of 18 new Boards Schools, 5 new Aided, and 5 Unaided Schools,—the rise extending to all the Circles but that of Lahore. The fall in the scholars extended to all the Circles, and was greatest in Delhi, where there had been an abnormal rise in the previous year, and least in Jullundur. The fall in the total is confined to the Lower Primary stage; and is attributed, as already stated with reference to the Primary Departments of the Secondary Schools, chiefly to the unusual sickness that prevailed throughout the Province for several months of the year. The fall naturally affected rather largely the agriculturist scholars, who still, however, make up 55 per cent. of the total. If the attendance on the Primary Departments of Secondary Schools be taken into account, it will be found that the whole number at the Primary stage of instruction, in Public Schools for Native Boys, is 117,436. If the number attending the Indigenous and other Elementary Schools, that are regularly inspected and examined for grants (*vide* Chapter VIII), be also added, we shall get a total of 141,953 boys receiving a useful elementary education under the influence of the Department, compared with 146,996 last year.

Number of schools and scholars.

Chap. IV, B, 91.

Primary Schools.

Expenditure.

91. The statement below gives the expenditure from various sources on Primary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1892-93	4,347	2,85,908	36,716	40,623	654	3,68,248
	1891-92	4,431	2,79,646	35,057	39,900	1,459	3,60,493
	Increase	...	6,262	1,659	723	...	7,755
	Decrease	84	...	...	...	805	...
Aided Schools	1892-93	4,423	238	874	5,687	10,665	21,887
	1891-92	4,519	529	965	5,187	10,281	21,481
	Increase	...	...	...	500	384	406
	Decrease	96	291	91	...	...	...
Unaided Schools	1892-93	...	...	...	1,129	3,390	4,519
	1891-92	...	...	...	980	2,565	3,545
	Increase	...	...	...	149	825	974
	Decrease	...	...	...	...	...	...
Total	1892-93	8,770	2,86,146	37,590	47,439	14,709	3,94,654
	1891-92	8,950	2,80,175	36,022	46,067	14,305	3,85,519
	Increase	...	5,971	1,568	1,372	404	9,135
	Decrease	180	...	...	...	...	...
Scholarships	1892-93	...	338	35	...	49	422
	1891-92	...	222	12	...	855	1,089
	Increase	...	116	23	...	...	...
	Decrease	...	...	...	...	806	667

The total expenditure is now Rs. 3,94,654, or Rs. 9,185 more than last year, the rise being mostly due to the increased number of schools. As 18 of the new schools were Board Schools—partly Village and partly Town Branch Schools—the enhanced cost has naturally fallen mainly to District and Municipal Funds. The decreased expenditure from Public Funds on Aided Schools is owing to diminished grant earnings. Of the total expenditure, 72·5 per cent. is contributed from District Funds, 12 per cent. from Fees, 9·5 per cent. from Municipal Funds, 3·8 per cent. from Private sources, and 2·2 per cent. from Provincial Revenues. The charge against Provincial Revenues is about equally divided between the Model Schools attached to the Normal Schools and Municipal Branch Schools, and grants to Aided Schools. The average annual cost, per scholar, in these Primary Schools is about Rs. 4-12-0, of which a little over five-sixths is met from Public Funds.

Fees.

92. The income from Fees shows an increase of Rs. 1,372, and now stands at Rs. 47,439, or 12 per cent. of the total expenditure, compared with 41 per cent. in the Secondary Schools. In Government and Board Schools, agriculturist scholars are at present exempt from the payment of fees in Primary Departments; and the rise in Fee receipts, notwithstanding the considerable fall in the number of scholars, is said to have been mainly due to a more careful distinction between agriculturists and non-agriculturists. The rules for the levy of fees are also getting to be more strictly applied; and the special rates sanctioned for some Districts were raised during the year. It has also now been definitely ruled that the fees levied in Branch Schools shall be those prescribed for the Lower Primary classes of Anglo-Vernacular Schools.

Scholarships.

93. As a rule, scholarships are not paid in Primary Schools for boys. They are, however, still occasionally awarded, with the

sanction of Government, in favour of particular classes, and for backward Districts. The small return on this account in the table of expenditure given above, namely, Rs. 422, which is a decrease of Rs. 667 on the amount shown last year, is made up of awards on account of Mína boys in the Gurgáon District, of a few scholarships in the Kullú Valley, and of stipends recently sanctioned, as a special case, in favour of selected hill boys (Mahsúds, Bhitannís, and Shiránís) in the Dera Isma'íl Khán District, to enable them to attend schools away from their homes. The irregular payment of stipends has practically disappeared.

Examination results.

94. The following table gives the results of the Upper and Lower Primary Examinations, both as regards the Primary Schools proper and the Primary Departments of Secondary Schools :—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools	1892-93 ...	8,174	5,954	72·8	742	585
	1891-92 ...	8,499	6,337	74·6	742	630
	Increase ...	...	...	...	...	...
	Decrease ...	325	383	1·8	...	45
Aided Schools	1892-93 ...	920	615	66·8	366	286
	1891-92 ...	1,005	718	71·4	338	260
	Increase ...	...	...	...	28	26
	Decrease ...	85	103	4·6	...	...
Unaided Schools	1892-93 ...	124	80	64·5	20	13
	1891-92 ...	104	51	49·0	38	24
	Increase ...	20	29	15·5	...	...
	Decrease ...	...	...	...	18	11
Total	1892-93 ...	9,218	6,649	72·1	1,128	884
	1891-92 ...	9,608	7,106	74·0	1,118	914
	Increase ...	...	...	...	10	...
	Decrease ...	390	457	1·9	...	30
Lower Primary Examination.						
Government and Board Schools	1892-93 ...	14,151	10,703	75·6	...	...
	1891-92 ...	14,312	10,819	75·6	...	...
	Increase ...	...	...	...	...	...
	Decrease ...	161	116	...	...	...
Aided Schools	1892-93 ...	1,337	959	71·7	...	...
	1891-92 ...	1,366	994	72·8	...	...
	Increase ...	...	...	...	...	...
	Decrease ...	29	35	1·1	...	...
Unaided Schools	1892-93 ...	158	95	60·1	...	...
	1891-92 ...	129	68	52·7	...	...
	Increase ...	29	27	7·4	...	...
	Decrease ...	...	...	...	...	...
Total	1892-93 ...	15,646	11,757	75·1	...	...
	1891-92 ...	15,807	11,881	75·2	...	...
	Increase ...	...	...	...	...	...
	Decrease ...	161	124	·1	...	...

* Exclusive of those who took up English only.

For the reason already given in accounting for the fallen attendance, the number of candidates and of passes in both examinations is lower than in the previous year ; but the particular figures will, I believe, in the circumstances, be deemed satisfactory. In the ordinary Upper Primary Examination, 6649 out of 9218 passed, or 72 per cent., against 74 per cent. last year. In addition to the above, 884 out of 1128 passed the Upper Primary Examination in

Chap. IV, B, 95. Primary Schools.

English only, or 78 per cent. These had previously passed the Upper Primary Examination in the Vernacular. In the Lower Primary Examination, 15,646 candidates were examined, and 11,757 passed, or 75 per cent., as in the previous year. In both examinations the results were highest for the Government and Board Schools, but favourable also for both the Aided and Unaided Schools, with an average of 69 and 62 per cent. of passes, respectively. The proportion of passes for the several Circles is strikingly uniform; and, except in the Ráwalpindi Circle, the results for the Special English Classes were highly satisfactory.

Zamíndárí Schools.

95. From the table at the beginning of this section it will be seen that the number of Zamíndárí Schools was the same as last year, namely, 202, but with a decreased attendance from 6902 to 6360. The decline in the number of agriculturists is, it is to be regretted, greater than the total decrease. The fall extended to all the Circles, but was greatest in Delhi. The Ráwalpindi Circle still takes the lead in the matter of Zamíndárí Schools; and the Inspector records an instance of an ordinary Indigenous School in the Gujrát District adopting the Zamíndárí scheme of studies. The scheme embraces a five years' course of study, with five simple standards of examination specially adapted to the requirements of the agricultural classes; and the examination returns for the year, with an aggregate of 3000 passes out of 3994 candidates, or 75 per cent., may be deemed satisfactory. But these schools do not increase in popularity. On the contrary, as the people come to realize the purpose of the scheme,—to fit their children, that is to say, for their hereditary calling and no more, they almost everywhere clamour to have a school rather of the ordinary type. This is especially the case where the Zamíndárí Schools were originally ordinary Primary Schools. But the whole matter is an experiment, and deserves, as well as requires, a sufficiently prolonged trial. In certain respects, it may be said, it has scarcely been getting such a trial; for the half-time system, so as not to take the scholars entirely away from the fields, and the teaching of Arithmetic and Accounts by native methods, so as to suit the special requirements—which are the distinctive elements of the scheme—are not yet, to any large extent, carried out. Hence it is, as remarked by several of the Inspectors, that the present Zamíndárí Schools are frequently no more than ordinary Primary Schools in disguise. But they ought not to be so. The problem is not what the people most desire, but what is best for them; and, in proportion as the scheme receives a complete trial in all its parts, will it be possible to arrive at correct conclusions regarding it.

Gurmukhí Classes.

96. During the year, the Gurú Singh Sabha of Ferozepore renewed its representations in favour of the introduction of the Panjabí language into the Board Schools, and was informed that the facilities at present existing for the opening of Gurmukhí Classes, where there might be a desire for such, had not been taken advantage of to any great extent. At present, there are altogether 20 Gurmukhí Classes attached to Board Schools—5 in each of the Ferozepore, Hoshiárpur, and Montgomery Districts, 2 in the Lahore District, and one each in Ludhiána, Jullundur, and Amritsar. The classes, as a rule, are not well attended; nor is the Sikh population always well represented in them. The Ferozepore Singh Sabha, to practically exemplify its contention, has opened a Boys' and a Girls' School in the Ferozepore city, the former of which seems to be doing well; but there is yet no evidence to show that such schools, on the Boys' side, are specially desired by the people. "As a rule," Mr. Lewis remarks, "the

Chap. IV, C, 97.
General Questions.

Teachers of these schools have collected a number of little boys for the sake of a livelihood; but it is not apparent from their condition that they have supplied a felt want. Nor was there any evident desire on the part of the people for the opening of such schools, or any willingness to pay fees for the kind of instruction given in them."

SECTION C.—GENERAL QUESTIONS.

General character of the instruction.

97. It is admitted by all the Inspecting Officers that the general character of the teaching in the schools continues to improve; although it cannot be said that that is yet anything like what it ought to be. The annual out-put of the Training Institutions, at the rate of about two hundred teachers a year, gives the hope of rather rapid improvement in this respect; but there is the counteracting effect of untrained comrades, and of a very tenacious old system; and it still remains one of the most important duties of Inspecting Officers to instruct the teachers, as well as to stir them up and encourage them. "The great merit of the Masters," says one Inspector, "is that they are generally painstaking, and so the prescribed amount of work is got through by the end of the year," in spite of want of method and activity. Lála Piyáre Lál notices the following defects as those most prevalent in his Circle:—In the lower classes,—frequent neglect of the rules of Persian penmanship, monotonous and unintelligent reading, insufficient practice in spelling, and disuse of the Black Board; in the higher classes,—inattention to the subject matter of what is read, insufficient practice in translation into both Persian and English, disregard of processes and form in Mathematics, and generally inferior teaching in Geography and Mensuration. Lála Ságar Chand, in addition to some of the above shortcomings, instances especially defective English reading and pronunciation, with committal to memory and recitation much neglected, and the regulation as to conversing in English ignored, want of method and interest in teaching History, slovenly work in Arithmetic, and insufficient attention to reading and grammar in both Persian and Urdú. Regarding reading, he adds: "Good reading, indeed, is a subject of which Vernacular teachers, speaking of them with the utmost consideration, seem to have no idea; and the result is that the faults of the boys become rooted in them, so that when they go up to the English classes, their English reading becomes infected with the same vices." Mr. Lewis complains chiefly of want of thoroughness, and remarks that, in his experience, "the teacher who is at once industrious and capable is only occasionally met with." There is certainly much yet to be looked for, and enough to engage the attention alike of the Teachers and the Inspecting Officers.

Conduct and discipline.

98. The conduct of the scholars and the discipline maintained in the schools are again favourably reported on. The appearance of the classes, at the time of the annual inspection, in neatness, smartness, and order, was generally satisfactory. In a few of the less advanced Districts, cleanness of person, however poor the clothing, wants to be more fully inculcated; but, outwardly, there is said to be a constantly growing improvement. Inwardly, too, there seems to be a somewhat better tone; and instances of resorting to unfair practices at examinations are becoming rarer. A check to discipline is noted by the Lahore Inspector in the multiplication of Unaided Schools, and their non-observance of the Inter-School Rules, which "have not only produced a bad effect on their own discipline, but have, to a large extent, rendered the task of keeping it up in older schools, to say the least, somewhat arduous." This matter was discussed at

Chap. IV, C, 99. General Questions.

the last Educational Conference, and has been referred, in one aspect, to the Senate of the Punjab University, for consideration. The Ráwalpindi Inspector refers to the manners—rather the want of manners—of the scholars; and this is a matter which calls for the unrelaxed efforts of all concerned.

Moral instruction.

99. The exercise of a right influence, so as to make for character, is one of the fundamental principles of the Department. This is impressed on the schools; it is taught in the Training Institutions; Inspectors are constantly bringing it to the notice of Managers and Teachers; and it is admitted that the mere holding up and emphasizing of the principle has done good. It will, however, with all the existing drawbacks, take a long time to make the atmosphere of the schools all that it should be. Meanwhile, the reading books are prepared with a view to their influence in this direction; the habits of punctuality, industry, obedience, and such like, are acquired in the ordinary course of school discipline; and it is believed that the higher virtues of love of truth, thoughtfulness, unselfishness, contempt for what is mean, &c., are also being evoked, to some extent, in the better schools. In the course of the past year, instances of school-boys joining in party squabbles have been brought to my notice; and this is a danger which, unless most peremptorily put down, would be likely to destroy all that has been done in the way of moral improvement. It certainly requires the vigilance of the Masters and Managers.

hysical Training.

100. Physical training continues to receive increased attention, and, with the exception of a few of the Frontier Districts, may now be said to be fairly well provided for. During the past year, more itinerant instructors were employed, the prescribed courses were more generally introduced, and more tournaments and competitions were organized. The great want still is the provision of a Teacher or Monitor for Physical Training in the separate schools; and this, in the nature of the case, will only be very gradually supplied. In addition to the Gymnastic Courses for each grade of school, elementary drill is now very generally taught, and, in some localities, has become very popular. Cricket continues to flourish, with improved play and style, in most of the Secondary Schools; and, in several Districts, foot-ball is beginning also to find favour. The Aided Schools have not, as a rule, taken up physical training so systematically as the Board Schools have done; yet the Gujránwála Mission School won the Circle Belt in the last tournament; and the Jullundur Inspector speaks of Indigenous Schools in the Ludhiána District having "caught the contagion." All the Circles but that of Jullundur have now an annual tournament, with the best results as to the emulation excited. In the winter, a Schools' Athletic Tournament was arranged at Lahore as part of the festivities on the occasion of the Farewell to Lord Roberts; teams came from each of the Circles; and the exhibition was deemed to have been highly creditable to the boys and their instructors. District Tournaments have also been more generally organized; and it may be hoped that, in a few years more, athletics and the pursuit of games will have found their proper place in all the schools.

Buildings and accommodation.

101. There was less done, during the past year, in the way of attention to the outward wants of the schools, than might have been expected. It is correct to say that a formidable obstacle to the advance of education, at present, is in the want of suitable accommodation. As a rule, the Secondary Schools are over-crowded; many schools are housed in quarters entirely unsuited to educational purposes; and many Primary Schools of long standing

have no buildings of their own, and are accommodated in sheds, in rooms lent on sufferance, or under the village trees. To meet this state of things, an occasional new school-house is provided, and occasional enlargements are carried out; but only in a few instances, even when the means are available, do the Local Bodies appear to me to rise fully to the occasion. Take the Lahore Municipality, which now supports five Branch Schools, and spends Rs. 7,170 on education. Not one of its buildings is, in any degree, suited to the purposes of a school. The same is the case with Delhi as regards its Primary School and Branches; and yet between ten and fifteen thousand rupees have been lying available for the purpose for about twenty years! Take again the District Board Schools. In the Jullundur Circle, for instance, 16 schools in the Ferozepore District, and 20 each in the Jullundur and Hoshiárpur Districts, are without buildings of their own; 20 houses are said to be in a dilapidated condition, and all the Middle Schools, and about 60 Primary Schools, are over-crowded. It is much the same with all the Circles; and main centres like Siálkot, Ráwalpindi, and Peshawar, all stand in urgent need of suitable school buildings. What is wanted, as I have constantly to point out on reviewing the District Reports, is a specific annual provision—as large as it can be made consistent with other claims—for new buildings and enlargements. If this were done, and a substantial addition were made every year to the number of well-housed schools, a great stimulus would, I believe, be given to popular education.

Furniture and appliances.

102. The schools are, as a rule, well supplied with furniture and the necessary appliances. Where there is any marked deficiency, it is mostly in the apparatus for teaching Physical Science and Mensuration. The former can now be had from the workshops attached to the Science Institute at Lahore, which makes the supply no longer a matter of difficulty. Additions to the Libraries attached to the schools are not so liberal as they might reasonably be expected to be. It is, however, believed that a ready response will be given to the measures recently adopted for the encouragement of private reading among the boys.

General progress.

103. The year under review, as already more than once remarked, was exceptionally unhealthy; and this affected the numerical progress, as well as the examination results, especially of the Lower Primary classes, which are most readily influenced by sickness. Otherwise, the record may be regarded as satisfactory. The number of schools rose by 2 per cent.; the fee receipts also increased; the examination results were good, on the whole; the tone and discipline are said to have improved somewhat; and, in physical training, or the more masculine part of the work, the advance was encouraging. With a few exceptions, the Aided Schools did very well; but, also with a few exceptions, the Unaided Schools are not promising. Mr. Lewis notes that the postal work of the Teachers, in some places, has become so heavy as to interfere with the proper discharge of their school duties; and this will be enquired into as contrary to the specific regulations regarding the employment of Teachers as Post Masters.

Teachers' Associations.

104. In last year's report, I referred to the want of influences bearing on the Teachers and tending to the maintenance of efficiency; and I quoted a passage from the report of the Lahore Inspector, in which the suggestion of Teachers' Associations was made. Since then Mr. Lewis has succeeded in setting an actual Association on foot; and his remarks below will go to show that the experiment is not without promise, although the paying of the travelling expenses of the Teachers may be of doubtful expediency:—

Chap. IV, D, 105.
Education in Native States.

"Last year I suggested that something might be done to keep alive the interest of teachers in their work, by means of District Associations of Teachers, meeting from time to time to discuss topics connected with their work. In accordance with this suggestion, the experiment has been tried in the Lahore District. Local Bodies have paid the travelling expenses of teachers attending the meetings, two of which have been held; and the District Board has liberally found in addition the means to print, and distribute gratis among the schools, copies of the Proceedings in Urdú. The experiment has so far been successful, since the teachers have evidently been interested in these meetings, and have shown a thorough appreciation of the privileges thus afforded them. The papers that have been read have dealt chiefly with the methods of teaching different subjects, and have brought new ideas before the members, from which they are likely to reap some appreciable benefit, seeing that, to begin with, their interest was roused. In fact, the objects in view in establishing such an Association were to put some life and spirit into the work of a teacher, to bring some relief to the drudgery of his unbroken toil, to put him in touch with other workers in the same Department, to make educational matters interesting to him, to place new ideas before him, and so to improve his daily work; and these objects may be said to have been to an encouraging extent already realized."

SECTION D.—EDUCATION IN NATIVE STATES.

Institutions and scholars in Native States.

105. The following table gives a summary of the educational statistics of Native States for the past year, as far as these have been furnished :—

	Patiála.	Baháwalpur.	Jínd.	Kapurthala.	Faridkot.	Total.
Arts Colleges	1	1	...	...	...	2
Secondary Public Schools. Anglo-Vernacular	12	7	3	3	...	25
Secondary Public Schools. Vernacular ...	6	2	1	2	1	12
Primary Public Schools	90	33	10	30	1	164
Special Schools	...	10	...	...	...	10
Scholars in Arts Colleges	89	26	...	...	...	115
Scholars in Secondary Public Schools. Anglo-Vernacular	1,986	569	309	795	...	3,659
Scholars in Secondary Public Schools. Vernacular ...	521	82	84	151	3	841
Scholars in Primary Public Schools ...	3,579	916	295	938	95	5,823
Scholars in Special Schools	...	141	...	...	...	141
Indigenous Schools. Advanced ...	8	71	3	3	2	87
Indigenous Schools. Elementary ...	81	366	16	114	...	577
Indigenous Scholars. Advanced ...	89	696	36	294	98	1,213
Indigenous Scholars. Elementary ...	1,638	3,658	167	1,251	...	6,714
Scholars in all Colleges and Schools	7,902	6,088	891	3,429	196	18,506
Scholars learning English	866	320	116	496	...	1,798
Number of boys on the rolls	7,479	5,456	870	3,406	196	17,407
Number of girls on the rolls	423	632	21	23	...	1,099
Total male population	871,467	355,153	155,948	163,373	63,909	1,609,850
Males per scholar in Public Colleges and Schools	141	204	226	87	652	152
Males per scholar in all Schools ...	110	58	175	47	343	86

Two Arts Colleges at Patiála and Baháwalpur are returned, with 89 and 26 students, respectively, including the Oriental Departments; 37 Secondary Schools, with 4500 scholars; and 174 Primary and Special Schools, with 5964 scholars; or altogether 10,579 in attendance on Public Institutions, compared with 10,931 last year. The Private Schools are returned as 664 in all, with 7927 scholars, giving a total of 18,506 under instruction, of whom 1099 are girls.

Chap. IV, D, 106.

Education in Native States.

Examination results for Native States.

106. The statement below gives the results of the University Examinations for all the States which contributed candidates:—

		Patiála.	Baháwalpur.	Jínd.	Kapurthala.	Nábha.	Jammú.	Chamba.	Faridkot.	Maler Kotla.	Náhan.	Biláspur.	Total.
Bachelor of Arts ...	Candidates	3	1	...	...	...	...	...	...	...	...	...	4
	Passes ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate ...	Candidates	11	9	1	...	...	...	...	1	...	...	...	22
	Passes ...	10	9	1	...	...	...	...	...	...	...	...	20
Entrance, Calcutta	Candidates	2	...	...	...	...	2	...	...	...	...	...	4
	Passes ...	1	...	...	...	...	...	...	...	...	...	...	1
Entrance, Punjab	Candidates	22	13	...	15	10	6	...	...	...	1	3	70
	Passes ...	17	11	...	11	8	2	...	...	...	1	2	52
Anglo-Vernacular Middle School Examination.	Candidates	60	32	14	44	21	34	3	...	9	23	...	240
	Passes ...	22	19	5	23	5	18	...	...	2	6	...	100
Vernacular Middle School Examination.	Candidates	20	6	...	23	1	8	...	...	...	...	...	58
	Passes ...	15	5	...	18	1	6	...	...	...	...	...	45

In the B. A. Examination there were no passes; 20 out of 22 passed the Intermediate Examination; 52 out of 70 the Punjab Entrance, and 1 out of 4 the Calcutta; 100 out of 240 passed the Anglo-Vernacular Middle School Examination, and 45 out of 58 the Vernacular. These results, with an average, on the whole, of 55 per cent. of successes, may be regarded as satisfactory.

Chapter V, A, 107.

Training Institutions for Teachers.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Paras.
SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.	
I.—The Central Training College.	
Organization, Staff, &c.	107
Composition of the Classes... ...	108
Expenditure	109
Certificate Examinations	110
Conduct of the students	111
Physical training	112
Boarding House	113
Model School	114
II.—Normal Schools.	
General statistics	115
Number of schools and students ...	116
Expenditure	117
Certificate Examinations	118
General condition of the Normal Schools	119
Practical training	120
III.—Training of Female Teachers.	
Provision of Female Teachers ...	121
Normal Classes and Certificate Examinations	122
SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.	
The Medical School	123
The Veterinary School	124
The Law School	125
The Mayo School of Art	126—132
Industrial Schools	133
The Railway Technical School ...	134—136
Amritsar Industrial School ...	137
Delhi ditto ditto ...	138

Under the head of Schools for Special Training are included—(1), Training Institutions for Teachers; and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Central Training College.

Organization, Staff, &c.

107. The report of the Principal on the Central Training College is given as Appendix H. This institution is for the training as English Teachers of men who have already received an advanced general education through the medium of English, and of Vernacular Teachers for Secondary Schools. It comprises three sections, or separate classes: a *Senior English Class*, training Teachers for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Junior English Teacherships; and a *Vernacular Class*, training for Vernacular Teacherships in Secondary Schools. Mr. Cope remained in charge of the College throughout the year. The Assistant Superintendent, Lála Munshí Lál, M. A., was on two months' leave during the year, when Lála Jíya Rám, M.A., officiated for him. In February, Lála Jíya Rám, the First Assistant Master and Translator, went on a year's leave, Lála Súraj Naráyan, the Second Assistant and Translator, being appointed in his place, and Pandit Iqbál Kishan, M.A., being brought in as Second Assistant Master and Translator.

Composition of the Classes.

108. At the close of the year, the number of students on the rolls was 63, against 79 in the previous year. The decrease is due to the fact that the number of stipends had to be reduced, to provide for double classes during three months of the current year, with the view to changing the beginning of the session from October to May. The Senior English Class had 12 students,—2 teachers and 10 stipendiaries, of whom 2 were B. A.s, 9 Intermediate passed men, and 1 who had failed in the Intermediate Examination. It appears to me that, with a run on these stipends as stated by the Principal in his report, an Intermediate *pass* might now be made the lowest standard for admission to the class. The Junior English Class contained 20 students,—5 teachers and 15 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had 9 teachers and 22 stipendiaries, or 31 in all, mostly recruited from the pass list of

the Normal Schools. The Principal continues to exercise great care in the selection of the students, with the aim of securing men likely to become active and observant teachers.

Chapter V, A, 109.
Training Institutions for Teachers.

109. The total expenditure on this institution for the year was Rs. 23,968, of which Rs. 16,354 was spent on Establishment and Contingencies, and Rs. 7,614, or nearly a third of the whole, on Stipends. The expenditure on Establishment is slightly in excess of last year, owing to increments to salaries.

Expenditure.

110. From the Senior English Class, 16 appeared for the Senior Anglo-Vernacular Certificate, and 10 passed, 4 in the First Division, against 15 out of 17 in the previous year. The failures were chiefly in Physical Science and English. Only one candidate failed in School Management, and all passed in the Practice of Teaching. Besides those from the Central Training College, 12 private candidates appeared for the same Certificate, and 4 passed.

Certificate Examinations.

From the Junior English Class, 27 candidates went up for the Junior Anglo-Vernacular Certificate, and 17 passed,—6 in the First Division, against 18 out of 25 in the previous year. The failures were mostly in School Management. Of 7 private candidates for the same Certificate, only 2 passed, both in the Second Division.

From the Vernacular Class, 34 appeared for the Senior Vernacular Certificate, and 24 passed,—14 in the First Division, against 22 out of 30 last year. The failures were divided pretty equally over the subjects, except in Mathematics in which there was but one failure, and in the Practice of Teaching in which all passed. Fourteen private candidates also appeared for this Certificate, of whom 9 were successful.

The above results are, especially for the English Classes, a decline on those of the previous year. The failure in School Management in the Junior English Class is especially to be regretted; but the results throughout in the Practice of Teaching are, as heretofore, highly satisfactory. The Examiner in English was disappointed with the appearance of many in the *vivâ voce* test, especially in Grammar; and the attention of the Principal was called to the subject. It has also been decided that, from the examination of the current year, a minimum number of marks in the Oral Examination in English will be required to pass.

111. The general behaviour of the students is said to have been excellent, as usual. The discipline maintained is strict, with the result that the men soon get into the spirit of the place, and will be likely to carry away some of that spirit when they leave the College. The Principal touches an important matter of school discipline, when he refers to the reasons usually given on applications for leave; and the Central Training College will have achieved a desirable end, if the teachers it sends forth succeed in instilling in their pupils even some measure of sufficient reason, as well as propriety, in this connection.

Conduct of the students.

112. The Physical training prescribed for the Central Training College is such as to enable the students to teach the Course laid down for High Schools. For some months the College was without a Gymnastic Master, and as much progress was not made during the year as was to be expected; but since the 1st of December the work has been proceeding satisfactorily under an efficient instructor. The Principal refers to a want of appliances; but this was owing to the fact that a Gymnasium, fully equipped, has been for some time in course of preparation for the use of the Government College and the Central Training College combined. That Gymnasium is now ready; and it is expected that the stu-

Physical training.

Chapter V, A, 113. Training Institutions for Teachers. Boarding House.

dents of the Central Training College will, from the current year, be fully prepared for Senior Gymnastic Certificates, as laid down in the Code.

113. The Boarding House, which is an important part of this institution, continues to be well managed. It is at present located in a hired building, comfortable enough, but not altogether suitable; and a new building, conveniently arranged, and within the College grounds, has recently been sanctioned for both this institution and the Normal School associated with it. The Principal, in his report, remarks on the advantages of encouraging School Gardens; and good would, no doubt, result from having a garden connected with the new Boarding House. But the good would be in proportion to the work done in the garden by the students' own hands; and, for this reason, the suggestion of a special grant would not likely be favourably entertained.

Model School.

114. The Model School was greatly strengthened during the year by the arrival from England in November of Mr. H. T. Knowlton, the new Head Master. This school had, at the end of the year, 629 scholars, and affords every convenience as a practising school. It is also still, in effect, the Central School of the Lahore District; and, in this respect also, I anticipate many advantages from Mr. Knowlton's connection with it. Its success as a practising school is evinced by the excellent results in the Practice of Teaching in all the Certificate Examinations; and the arrangements to secure this end continue highly satisfactory. Boarding accommodation for the scholars of this school not belonging to Lahore is to be provided in connection with the new Boarding House sanctioned for the Central Training College and Normal School; and this is certain to be a great boon to the whole of the Lahore District.

II.—NORMAL SCHOOLS.

Normal Schools. General statistics.

115.—The following table compares the statistics of the Normal Schools for Male Teachers in the Province for the last two years:—

				GOVERNMENT.			
				1892-93.	1891-92.	Increase.	Decrease.
Number of Schools				5	5	...	...
NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.	In Ordinary Class	Government Stipendiaries ...		257	278	...	21
		Non-stipendiary students ...		1	...	1	...
		Total ...		258	278	...	20
		Teachers		112	116	...	4
		Others ...		83	96	...	13
	In Zamíndárí Class, reading—	Urdú ...		27	33	...	6
		Hindí ...		14	14	...	...
		Punjábí ...		19	17	2	...
		Pashtú ...		3	2	1	...
EXPENDITURE.				Rs.	Rs.	Rs.	Rs.
	On Establishments and Contingencies.	From Provincial Revenues		18,346	16,597	1,749	...
		Total ...		18,346	16,597	1,749	...
	On Stipends ...	From Provincial Revenues		16,512	16,989	...	477
		Total ...		16,512	16,989	...	477
	GRAND TOTAL ...			34,858	33,586	1,272	...
Results of Examinations.							
Junior Vernacular Examination				166	85	81	...
Zamíndárí Teachership Examination				65	46	19	...

Chapter V, A, 116.

Training Institutions for Teachers.

Number of schools and students.

116. The number of Normal Schools remains 5, or 1 for each Inspectional Circle—at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. The number of students returned is 258, or 20 fewer than last year, owing, as in the case of the Central Training College, to a reduction in the number of stipends, to admit of double classes for three months of the current year, which a change in the period of the session had rendered necessary. All but one of the students are stipendiaries. In the Ordinary Classes, which prepare teachers for the ordinary Primary Schools, there were 195 students, or 17 fewer than last year; and in the Zamíndárí Classes, which train teachers for the Zamíndárí Schools, there were 63 students, or 3 less than last year. In the Punjábí and Pashtú Classes, there was an increase of 2 and 1 students, respectively. The following statement will show the distribution of the two classes of students over the various schools:—

Delhi Normal School ...	Ordinary	36
	Zamíndárí	14—50
Jullundur „ „ ...	Ordinary	41
	Zamíndárí	10—51
Lahore „ „ ...	Ordinary	55
	Zamíndárí	17—72
Ráwalpindi „ „ ...	Ordinary	37
	Zamíndárí	8—45
Mooltan „ „ ...	Ordinary	26
	Zamíndárí	14—40
	Total ...	258

Expenditure.

117. The total expenditure shows an increase for the year from Rs. 33,586 to Rs. 34,858, or of Rs. 1,272, which is owing to the fact that the new School at Mooltan had been open for only six months in the previous year. The decrease of Rs. 477 on account of stipends would have been greater, had it not been that the effect of the reduced number was counterbalanced by the full year's return from Mooltan. The effect of the double class, from May to July of the current year, will be seen in the next year's return of stipends.

Certificate Examinations.

118. From the Ordinary Classes, 211 candidates appeared for the Junior Vernacular Certificate, of whom 166 passed, against 85 out of 209 in the previous year. This result, or just a little under 80 per cent. of passes, may be regarded as satisfactory. The failures were all but exclusively in Mathematics and School Management. In the Practice of Teaching, all the candidates passed. Of the passes, the Lahore School contributed 50 out of 64 candidates, with 24 in the First Division; the Jullundur School 40 out of 43, with also 24 in the First Division; the Delhi School 29 out of 37, with 15 in the First Division; the Ráwalpindi School, 29 out of 41, with 8 in the First Division; and the Mooltan School, 18 out of 26, with 9 in the First Division. Estimated by the percentage of passes, the Jullundur School stands *first*, with 93 per cent.; the Lahore and Delhi Schools, *second*, with 78 per cent. each; the Ráwalpindí School, *fourth*, with 70 per cent.; and the Mooltan School, *fifth*, with 69 per cent. Besides the candidates from the Normal Schools, 93 private candidates went up for the Junior Vernacular Certificate, of whom 61 were successful. As many as 54 of those successful appeared in one subject only, in which they had failed in the previous year.

Chapter V, A, 119.

Training Institutions for Teachers.

For the Zamíndárí Certificate, 72 candidates appeared from the Normal Schools, of whom 65 passed, or 90 per cent., against 46 out of 69 last year. Of the passes, the Lahore School contributed 19, Jullundur 14, Delhi 13, Mooltan 10, and Ráwalpindi 9. The Jullundur School distinguished itself by passing all its candidates; and the Delhi School, by passing the greatest number in the First Division. The results, generally, were very satisfactory, which was not, I believe, due to any relaxing of the standard. Twenty-four private candidates also went up for this examination, of whom 16, or 66 per cent., passed.

General condition of the Normal Schools.

119. The Delhi, Jullundur, Ráwalpindi, and Mooltan Normal Schools are under the control of the Inspectors of the respective Circles, while the Lahore Normal School is under the Principal of the Central Training College; and the reports of these officers are, without exception, very favourable. The Principal of the Central Training College inspected the outlying Normal Schools in the course of the year, and his reports were, on the whole, also commendatory. The general organization of all the schools is good; the methods followed are up to date; the teachers, being picked men, are generally efficient; and the work done is, as a rule, thoroughly assiduous and successful. The tone and discipline of the schools continue satisfactory; the conduct and diligence of the students are, with few exceptions, highly commended; the Physical training receives due attention; the Boarding Houses are comfortable and carefully supervised; and, altogether, the general condition is hopeful. The Lahore Normal School, as already stated, will be provided with boarding accommodation in the new building sanctioned for the Central Training College and its adjuncts; and Government sanction has recently been accorded to the erection of a School Building and Boarding House for the new Normal School at Mooltan.

Practical training.

120. The Model Schools for actual practice in teaching are an indispensable factor in the Normal Training system; and the fact that only one student failed last year in the Practice of Teaching from all the Normal Schools is proof of the success with which these schools are made use of. Besides teaching in the Model School, the students have, in turn, to give *criticism lessons* before their class-fellows, the effect of which is to emphasize all the elements of correct method, and to call out the teaching skill, and the best manner, of each. The Head Masters also give *model lessons* before the students, as examples of how lessons, in the various subjects, ought to be taught; and both the Inspectors and the Principal of the Central Training College report increased efficiency in these respects.

III.—TRAINING OF FEMALE TEACHERS.

Provision of Female Teachers

121. The provision of Female Teachers is one of the most difficult problems the Department has at present to deal with. Many of the girls who pass the Upper Primary and Middle Standard Examinations are willing enough, under the offer of stipends, to prepare for the Certificate Examinations; but they will not leave their homes to join a special Training School. Hence, the present arrangement of having only *Normal Classes* connected with the ordinary schools for the supply of trained Female Teachers. The plan is imperfect; yet it cannot be said that it has hitherto been altogether without success. But, when the girls have earned their Certificates, and are willing to become teachers, they are still disinclined to leave their homes; and the great want remains of no Female Teachers beyond the main centres, and everywhere a demand for them. The Victoria

School at Lahore, it was hoped, would help to bridge over this difficulty; but the gap is about as great as ever. The disinclination to leave their homes does not apply to the pupils of the Native Christian Schools; and it appears to me that we shall have to look to those Schools for the supply of teachers for, at least, one Central School in each District. If there were such a School, with a qualified Female Teacher, each District would soon be able to provide its own School Mistresses practically at their homes. Chapter V, A, 122. Training Institutions for Teachers.

122. During the past year, Normal Classes were maintained in the Victoria School, Lahore, in the Municipal Board Central School, the Christian Girls' School, and the Church of England Zanána Mission School, Amritsar, and in the American Mission School at Gujránwála. Altogether, eleven stipends were current; and all the above Schools, with the exception of that at Lahore, sent up their stipendiaries to the examination for Senior Vernacular Certificates. In this examination, 9 candidates appeared, and 5 passed, which is the best result hitherto attained. The successful candidates were contributed by the following institutions :—2 from the Christian Girls' School; 2 from the Municipal Board School; and 1 from the Church of England Zanána Mission School,—all situated in Amritsar. To the successful candidates, Senior *First Grade* Certificates were awarded under the Code; and to 3 others who failed, but who had previously passed the Middle Standard Examination, Senior *Second Grade* Certificates were given also according to the regulations. All the candidates passed in School Management; and there was but one failure in the Practice of Teaching. There were no candidates for the Junior Vernacular Certificate last year. Normal Classes and Certificate Examinations.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

123. The Medical School, Lahore, forms a department of the Medical College; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals given in Chapter III, para 74, regarding the Medical College, apply also to the School Department. Medical School.

II.—THE VETERINARY SCHOOL.

124. The report of the Principal of the Veterinary School, Lahore, is given as Appendix I. The number of students is returned as 89, against 97 in the previous year, of whom 33 belong to the First Class, and 56 to the Second. The number of Scholarships current at the end of the year was 35, leaving 54 non-stipendiary students; and it is notable that for 19 non-stipendiary vacancies at the beginning of last session, there were as many as 217 candidates. For the Final Examination, 56 candidates appeared, and 49 passed, or 87 per cent., against 31 out of 43 last year. The total expenditure for the year amounted to Rs. 36,379, of which Rs. 32,971 was due to Establishment and Contingencies, and Rs. 3,408 to Scholarships and Stipends. This gives an average annual cost of about Rs. 400 per student; but the expense of an institution like this cannot be properly estimated at the bare cost, per head, of the students. Veterinary School.

Chapter V, B, 126.

Institutions for Technical Instruction. Law School.

III.—THE LAW SCHOOL.

125. The following table gives the statistics of the Law School, maintained by the Punjab University, for the last two years :—

		1892-93.	1891-92.
Number of students		84	85
Expenditure.		Rs.	Rs.
Provincial Revenues		3,126	2,829
Fees		3,669	3,116
Other sources		919	564
Total		7,714	6,509
Results of Examinations.			
Preliminary Examination	Candidates	35	25
	Passes	23	19
First Certificate „	Candidates	8	12
	Passes	5	4
Licentiate-in-Law „	Candidates	7	7
	Passes	4	3
Intermediate Examination in Law	Candidates	14	...
	Passes	3	...

The number of students is 84, or one less than last year. The expenditure shows a considerable rise, which is the result of measures to improve the efficiency of the lecturing staff. The examination results by the old standards, that is, by the first three given in the table, with an average of 64 per cent. of passes, are satisfactory, considering the high percentages required; but the return of 3 passes out of 14 candidates, or only 21 per cent., in the new Intermediate Examination, is, as already stated, not understood. The rise in the number appearing for examination from 44 to 64 is evidence of distinct progress in the School.

IV.—THE MAYO SCHOOL OF ART.

School of Art.

126. The Principal's report, on the working of the Mayo School of Industrial Art at Lahore, will be found as Appendix J.

The Principal.

127. Mr. Kipling was obliged to take sick leave during the year; and in his absence of four months, Mr. Andrews, the Vice-Principal, officiated for him. Since the end of the official year, Mr. Kipling, on account of impaired health, and to the great regret of the Province as well as of the Department, has retired from the service; and Mr. Andrews has again been appointed to officiate, pending the arrival of a permanent Principal from England.

Number of students and subjects taught.

128. The number of students at the close of the year was 119, against 134 last year, the fall being mainly due to the specially large number who left for employment during the year. The following is the present distribution over the classes :—

First Class ...	54
Second Class	23
Third Class	24
Fourth Class	0
Engineering Class ...	18
	119

The students of the First Class learn Free-hand Drawing, Modelling in Clay, and 18 of them Wood-working. An elementary general education is also given to some of them; but, with the Railway Technical School at hand from which to draw recruits, this

should no longer be necessary. The Second Class students learn Geometrical, Perspective, Architectural, Decorative, and Model Drawing, Modelling, and 13 of them Wood-working. The Third Class students continue Drawing to more advanced stages, and learn also Drawing from Nature, Light and Shade, and Modelling, 16 doing also Wood-working, and 10 others Surveying. The subjects of instruction of the Fourth Class are applied Designs, Decoration, Modelling, Surveying; but all the students of this class had left for employment during the year. The Engineering Class prepares students for the First Examination in Engineering of the Punjab University, and continues to be popular.

Expenditure and Stipends.

129. The total expenditure for the year amounted to Rs. 23,060, or Rs. 3,901 more than in the previous year, owing to the presence of the full staff for the greater part of the year. Of the total expenditure, Rs. 3,722 was due to stipends, or a little less than last year. There were 47 stipends current at the end of the year, leaving 72 non-stipendiary students. The stipends are contributed partly from Provincial and Local Funds, and partly from the Lord Lawrence Endowment and the Punjab University; and, at present, 6 of the stipends current are provided by the Gwalior State.

Work of the year.

130. The work of the year was, as usual, satisfactory. There is not the same way of testing the classes as in the ordinary educational institutions; and, probably, some scheme in this direction is desirable; but the amount of ground covered by each class, and the progress made, are every year more and more substantial. Besides the ordinary class-work, an important piece of wall decoration was successfully executed at the end of the Central Hall of the new Museum; modelled and moulded enrichments were also prepared for the same building, with designs for the mosaic flooring, and ornamental details for the doors, railings, &c. No. 4 of the Series of Punjab Drawing Books was also prepared, though not yet printed; and four examples of wood-carving were executed and sent to the Imperial Institute, London. The Railway Technical School at Lahore, and the Industrial Schools at Amritsar and Delhi, were also inspected during the year by the Principal or Vice-Principal, to whom I am indebted for their reports and suggestions. During the year, the Director of Public Instruction, North-Western Provinces and Oudh, paid a visit to the School, with a view to the introduction of a system of Drawing in the schools under his jurisdiction; and he was supplied with a complete scheme of studies, with standards of examination, and with five young Drawing Masters to begin the experiment. Mr. Nesfield very warmly expressed to me his obligations to the Principal and Vice-Principal for the help so fully and readily accorded.

Employment of students.

131. During the year as many as 25 students are said to have left the School. Of these, 5 were appointed as Drawing Masters in the North-Western Provinces on Rs. 40 per mensem; 3 others were appointed as Overseers and Surveyors in the Public Works Department on the same pay; 4 were appointed Draftsmen on salaries from Rs. 30 to Rs. 35; 3 returned to their hereditary trade of Mistrí, and get Rs. 20 per mensem; 2 others assist their fathers as Draftsmen and Estimators; one died, one was expelled, and one transferred to another school; and the present occupation of the remaining 5 is not known. The students do not all belong to the artisan classes; for some are the sons of shopkeepers, gardeners, teachers, singers, priests; but it may still be that, in this respect also, the School of Art is performing a useful function.

Chapter V, B, 133.

Institutions for Technical Instruction.

The Staff.

132. Mr. G. F. Pinto, after sixteen years' good work in the School as Instructor in Modelling and Moulding, died in the autumn, and his place has been temporarily filled by Mr. J. David, a former pupil of the School. Bháí Rám Singh, after successfully carrying out certain works for Her Majesty the Queen-Empress at Osborne, has rejoined his appointment. Mr. Kipling expresses, for the last time, his thanks to the staff for their cordial co-operation in the work of the year.

V.—INDUSTRIAL SCHOOLS.

Industrial Schools. Statistics.

133. There were four Industrial Schools recognised by the Department at the close of the year, with 519 scholars, against three schools and 433 scholars in the previous year. The following is a detail of the present schools and scholars:—

Railway Technical School, Lahore	285
Municipal Board Industrial School, Amritsar	100
Municipal Board Industrial School, Delhi	68
Church Mission Industrial School, Clarkabad	66
Total ...	519

The new school is the one last named. It was started in April, 1892, for the benefit of the Native Christian colony residing at Clarkabad in the Lahore District, and has, the Inspector of Schools reports, made a good beginning; but it is still in the initial stage. There are, as stated last year, other instances of educational enterprise in this direction in the Province; but these are slow in developing, notwithstanding the want for them that is said to exist, and the provision made in the Code to encourage them.

Railway Technical School.

134. The Railway Technical School, Lahore, has now the full complement of Middle School Classes, with 285 scholars, against 270 last year. Under the regulation of levying no fees, the numbers would have risen to a much greater extent; but I have restricted the sub-division of the lower classes within the capacity of the existing staff. All but 15 of the scholars are the sons or near relatives of artisans. The expenditure for the year amounted to Rs. 8,300, or an increase of Rs. 1,991, the rise being due to a large indent of necessary appliances from England. Thirty-four John Lawrence Scholarships were current at the end of the year, or an average of 1 in about every 8 on the rolls. These scholarships are awarded strictly on the results of the Lower and Upper Primary Examinations, passing in the Technical subjects being essential.

Examination results.

135. In the subjects of General Knowledge, the results in the examination of the Inspector of Schools were as follows:—Infant Standard, 50 out of 54 passed; Lower Primary Standard, 22 out of 24 passed; Upper Primary Standard, 5 candidates, all of whom passed. These results are good; and the Inspector describes the general condition of the School as very satisfactory on the whole. In the Technical subjects, as tested by the Vice-Principal of the School of Art, 51 out of 64 passed in Wood-working by the Infant Standard; 27 out of 34 passed in both Drawing and Wood-working by the Lower Primary Standard; and 8 out of 10 passed in the same subject by the Upper Primary Standard. Mr. Andrews was well pleased with the classes, and remarks: "In Carpentry and Joinery there is an immense improvement; and, in the majority of cases, there is very little room for further advancement, so far as fulfilling the requirements of the Code goes. 'Naming woods at sight and acquaintance with their uses' was very good. Drawing to scale was clearly and accurately

done. Great improvement was made in Geometry; but this subject might still be worked up a little more thoroughly. I consider the results this year reflect great credit on the Head Master and his Assistants."

Further development of the institution.

136. During the year, and owing to the increased number of classes, the Head Master applied for a considerable addition to the staff, as to the necessity for which inquiries are still being made. And, in a similar connection, the Inspector of Schools says: "Measures now appear necessary for the immediate development of the school as a technical institution, into such a school as was originally proposed, but towards which the present school was regarded as merely a first step." It is the case that the Committee on Technical Education, which suggested the school, recommended the appointment of a Head Master from England, skilled in the teaching of Science as applied to Mechanics; but financial consideration did not admit of the adoption by Government of this recommendation. Otherwise, the school has already gone somewhat beyond the proposals of the Committee; and it is hoped that, in time, its usefulness will be made to extend, beyond the unemployed sons of the workmen, to those already apprenticed in the Railway Workshops.

Amritsar Industrial School.

137. The number of scholars in the Municipal Board Industrial School at Amritsar fell from 109 to 100. At the time of the inspection, 9 others attended for instruction in technical subjects only. In the subjects of General Knowledge, 16 passed by the Infant Standard, 12 by the Lower Primary, and 3 by the Upper Primary. The Inspector reports the instructional condition as, on the whole, satisfactory; but the organization and discipline are said to be still defective for want of a responsible head. In Technical Subjects, 13 passed by the Lower Primary Standard, and 3 by the Upper Primary. The Vice-Principal of the School of Art considers that the Drawing, in all its branches, is decidedly better than last year, with a slight improvement, too, in the Wood-working. The Copper-work attempted is said to be rather simple and mechanical; and Modelling is somewhat in abeyance at present, because of the absence of the Teacher; but Pottery has been added to the subjects taught under a Teacher from Mooltan. On the results of the Lower Primary Examination, 5 scholarships of R. 1 per mensem each were awarded during the year.

Delhi Industrial School.

138. In the Municipal Board Industrial School at Delhi, which is still a small off-shoot from the ordinary Primary School, the numbers are now 68 against 64 last year, the most of whom belong to the artisan classes, two-thirds being Muhammadans. The results in General Knowledge were satisfactory, 20 having passed the Infant Standard, 7 the Lower Primary, and 1 the Upper Primary. On the Technical side, 3 passed the Lower Primary Examination, and some general progress had been made; but both the Drawing and Wood-working want method, and boldness, and finish, before they can be of much practical use. The School is not conveniently accommodated, and wants better appliances. In a town like Delhi, with crowds of artisan youths employed during the day, the experiment of a Night School for a little General Knowledge and Drawing will, I hope, soon be tried.

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Number of schools and scholars ...	139	Scholarships ...	145
Secondary Schools ...	140	Examination results ...	146—147
Primary Schools ...	141	Needle-work ...	148
Distribution of the schools ...	142	Domestic Economy ...	149
Expenditure ...	143	Discipline ...	150
Fees ...	144	Progress during the year ...	151

Number of schools and scholars.

139. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them, for the past two years. The number of schools of all kinds rose during the year from 320 to 331, and the number of scholars from 10,807 to 11,123. Besides these, 392 girls are returned as attending Zanána Classes, giving a total of only 11,515 girls in the Province in receipt of anything like a useful and regular education. If the number in attendance on Private Schools be added, excluding the number in Zanána Classes, or 12,115, we get 23,630 girls under school instruction of any kind, or not more than 1·6 in a hundred of the girls of a school-going age.

Secondary Schools.

140. The number of Secondary Schools is returned as 9 instead of 10 last year, the Aided School under the management of Native gentlemen in Lahore being now reckoned as a Primary School, which is what it has always been in reality. The number of High Schools remains two—the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore. Of the remaining 7 Middle Schools, 3 are Anglo-Vernacular—the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School at Amritsar, and 4 Vernacular—the Victoria School at Lahore, the Municipal Board School at Amritsar, the American Mission School at Gujránwála, and the District Board School at Gujarwál in the Ludhiána District. The number in attendance on the High School classes is 16, against 13 last year, the movement upwards being certain if slow, but yet only amongst Native Christian children. In the Middle School classes, there is a slight decline from 123 to 121, a rise in the Anglo-Vernacular Schools being more than counterbalanced by a fall in the Vernacular Schools. On the whole, however, these schools show signs of prosperity; and there is a growing desire in many places to open new Middle Schools.

Primary Schools.

141. The number of Primary Schools is 12 more than last year, or 322; and the number of scholars in attendance on these, as well as on the Primary Classes of the Secondary Schools, has risen from 10,027 to 10,336. Four of the new Primary Schools are Board Schools, 9 are Aided Schools, and the return of Unaided Schools is one less than last year; but the actual numbers now recorded are the result of various changes as to the kinds of schools in the different Circles of inspection. The present 322 schools are thus classified: Board Schools 194, Aided Schools 123, and Unaided Schools 5. There is again a considerable rise in the number reading in the Upper Primary classes, namely, from 777 to 857, which is hopeful.

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.					Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Primary Schools.	Grand Total Secondary and Primary Schools.	Girls learning English.	Scholarships.
Number of	Board Schools	1892-93	...	...	...	...	2	2	...	2	2	194	196	...	...
		1891-92	...	...	...	...	2	2	...	2	2	190	192	...	...
		Increase	...	...	...	...	...	...	...	...	...	4	4	..	...
		Decrease	...	...	...	...	...	...	...	...	..	...	...	...	...
	Aided Schools	1892-93	2	...	2	3	2	5	5	2	7	123	130	...	...
		1891-92	2	...	2	3	3	6	5	3	8	114	122	...	...
		Increase	...	...	...	...	...	...	...	...	...	9	8	...	...
		Decrease	...	...	...	...	1	1	...	1	1	...	...	...	...
	Unaided Schools	1892-93	...	...	..	...	...	...	...	...	...	5	5	...	...
		1891-92	...	...	...	...	...	...	...	...	...	6	6	...	...
		Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	1	1	...	...
Number of Scholars in	High Stage	1892-93	16	...	16	...	...	...	16	...	16	...	16	16	...
		1891-92	13	...	13	...	...	...	13	...	13	...	13	13	...
		Increase	3	...	3	...	...	...	3	...	3	...	3	3	...
		Decrease	...	...	..	...	...	...	...	...	...	...	...	...	...
	Middle Stage	1892-93	40	...	40	26	55	81	66	55	121	...	121	65	56
		1891-92	30	...	30	32	61	93	62	61	123	...	123	62	46
		Increase	10	...	10	...	..	...	4	...	...	..	...	3	10
		Decrease	...	...	...	6	6	12	...	6	2	...	2	...	...
	Total Secondary Stage	1892-93	56	...	56	26	55	81	82	55	137	...	137	81	56
		1891-92	43	...	43	32	61	93	75	61	136	..	136	75	46
		Increase	13	...	13	...	...	...	7	...	1	...	1	6	10
		Decrease	...	...	...	6	6	12	...	6	...	...	...	...	...
	Upper Primary Stage	1892-93	30	...	30	35	134	169	65	134	199	658	857	59	622
		1891-92	45	...	45	31	131	162	76	131	207	570	777	73	589
		Increase	...	...	...	4	3	7	...	3	...	88	80	...	33
		Decrease	15	...	15	...	...	...	11	...	8	...	...	14	...
	Lower Primary Stage	1892-93	53	...	53	110	288	398	163	288	451	9,678	10,129	71	...
		1891-92	61	...	61	103	273	376	164	273	437	9,457	9,894	71	...
		Increase	...	...	...	7	15	22	...	15	14	221	235	...	...
		Decrease	8	...	8	...	...	...	1	...	...	...	...	...	...
	Total Primary Stage...	1892-93	83	...	83	145	422	567	228	422	650	10,336	10,986	130	622
		1891-92	106	...	106	134	404	538	240	404	644	10,027	10,671	144	589
		Increase	...	...	...	11	18	29	...	18	6	309	315	...	33
		Decrease	23	...	23	...	...	...	12	...	...	...	...	14	...
	Grand Total	1892-93	139	...	139	171	477	648	310	477	787	10,336	11,123	211	678
		1891-92	149	...	149	166	465	631	315	465	780	10,027	10,807	219	635
		Increase	..	...	...	5	12	17	...	12	7	309	316	...	43
		Decrease	10	...	10	...	...	...	5	...	...	...	...	8	...

Chapter VI, 142.

Female Education (Natives).

Distribution of the schools.

142. The distribution of the schools over the Inspectional Circles, as well as by Districts, deserves notice, as showing the varying degrees in which Female Education is taking root in different parts of the Province. Beginning with the Circles, that of Lahore takes the lead, with 122 schools and 4652 scholars; the Ráwalpindi Circle follows, at some distance, with 85 schools and 2363 scholars; then comes the Jullundur Circle, with 66 schools and 1974 scholars; the Delhi Circle follows, with 48 schools and 1265 scholars; and the Deraját Circle comes naturally last, with 10 schools and 369 scholars. The distribution by Districts is given in the following table:—

No.	Districts.	Number of Girls in				Total.
		High Schools.	Middle Schools.	Primary Schools.	Zanána Classes.	
1	Hissár	...	...	46	...	46
2	Rohtak	...	...	154	...	154
3	Gurgáon	...	...	212	32	244
4	Delhi	...	111	360	264	735
5	Karnál	...	...	71	96	167
6	Umballa	...	...	244	...	244
7	Simla	...	...	67	...	67
8	Kángra	...	...	227	...	227
9	Hoshiárpur	...	...	174	...	174
10	Jullundur	...	...	863	...	863
11	Ludhiána	...	45	483	...	528
12	Ferozepore	...	...	182	...	182
13	Gujránwála	...	118	761	...	879
14	Jhang	...	...	277	...	277
15	Montgomery	...	...	35	...	35
16	Lahore	81	224	1,076	...	1,381
17	Amritsar	58	150	1,632	...	1,840
18	Gurdáspur	...	...	240	...	240
19	Siálkot	...	...	1,129	...	1,129
20	Gujrát	...	...	142	...	142
21	Kohát	...	...	...	...	...
22	Sháhpur	...	...	340	...	340
23	Jhelum	...	...	499	...	499
24	Ráwalpindi	...	...	693	...	693
25	Hazára	...	...	...	...	...
26	Pesháwar	...	...	60	...	60
27	Mooltan	...	...	43	...	43
28	Bannú	...	...	...	...	...
29	Dera Isma'íl Khán	...	...	276	...	276
30	Dera Ghází Khán	...	...	...	...	...
31	Muzaffargarh	...	...	50	...	50
	Total	139	648	10,336	392	11,515

Four Districts are blank against five last year, the Muzaffargarh District having, during the year, begun the experiment, with two Board Schools and 50 scholars. The four Districts still without Girls' Schools are all on the frontier; but the example set by Dera Isma'íl Khán, with 276 scholars, will probably soon be followed. The Hissár, Karnál, Simla, Montgomery, Pesháwar, and Mooltan Districts are still at the beginning stage in this respect; but the growth, to be strong, must be slow. The most forward Districts are Amritsar, Lahore, and Siálkot, with Gujránwála at no great distance behind.

Expenditure.

143. The statement on the opposite page gives the expenditure, from different sources, on the various kinds of schools for Native Girls, and on the Scholarships current in those schools, for the past year. There is a total increase of expenditure on the schools from Rs. 1,06,765 to Rs. 1,14,395, or about 7 per cent., against only 3 per cent. of increased attendance The rise is chiefly on the Primary Schools, owing to the increased number of these, to improved salaries and equipment, and to enhanced grant earnings. Of the total expenditure, about three-fifths are paid

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided.				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
In Secondary Schools. Anglo-Vernacular.	Provincial Revenues ...	...	...	...	...	4,576	4,851	...	275	...	...	...	...	4,576	4,851	..	275
	District Funds ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal Funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Fees ...	...	...	...	...	1,480	2,072	...	592	...	...	...	...	1,480	2,072	...	592
	Other Sources ...	...	...	...	...	14,927	14,583	344	...	...	...	...	...	14,927	14,583	344	...
	Total ...	...	...	...	...	20,983	21,506	...	523	...	...	...	...	20,983	21,506	...	523
	Provincial Revenues ...	150	171	...	21	9,248	8,572	676	...	...	...	...	...	9,398	8,743	655	...
	District Funds ...	367	369	...	2	...	...	...	...	...	...	...	...	367	369	...	2
	Municipal Funds	6,563	6,407	156	...	702	627	75	...	...	...	...	...	7,265	7,034	231	...
	Fees	...	...	...	...	62	81	...	19	...	...	...	...	62	81	...	19
	Other Sources ...	...	...	...	...	1,175	1,589	...	414	...	..	...	...	1,175	1,589	...	414
	Total ...	7,080	6,947	133	...	11,187	10,869	318	...	...	...	...	...	18,267	17,816	451	...
In Primary Schools.	Provincial Revenues ...	3,244	2,501	743	...	7,508	7,909	...	401	...	...	...	...	10,752	10,410	342	...
	District Funds ...	15,591	13,990	1,601	...	1,036	998	38	...	...	...	..	...	16,627	14,988	1,639	...
	Municipal Funds	19,906	18,963	943	..	1,972	1,890	82	...	...	...	...	...	21,878	20,853	1,025	...
	Fees	...	...	...	...	106	...	106	...	200	...	200	...	306	...	306	...
	Other Sources ...	15	7	8	...	22,624	19,850	2,774	...	2,943	1,335	1,608	...	25,582	21,192	4,390	...
	Total ...	38,756	35,461	3,295	...	33,246	30,647	2,599	...	3,143	1,335	1,808	...	75,145	67,443	7,702	...
Total Secondary and Primary Schools.	Provincial Revenues ...	3,394	2,672	722	...	21,332	21,332	...	...	...	...	...	...	24,726	24,004	722	...
	District Funds ...	15,958	14,359	1,599	...	1,036	998	38	...	...	...	...	...	16,994	15,357	1,637	...
	Municipal Funds	26,469	25,370	1,099	...	2,674	2,517	157	...	...	...	...	...	29,143	27,887	1,256	...
	Fees	...	...	...	...	1,648	2,153	...	505	200	...	200	...	1,848	2,153	...	305
	Other Sources ...	15	7	8	...	38,726	36,022	2,704	...	2,943	1,335	1,608	...	41,684	37,364	4,320	...
	Total ...	45,836	42,408	3,428	...	65,416	63,022	2,394	...	3,143	1,335	1,808	...	1,14,395	1,06,765	7,630	...
		In Secondary Schools.				In Primary Schools.											
Scholarships.	Provincial Revenues ...	5,337	6,467	...	1,130	10,839	12,728	...	1,889	...	...	...	...	16,176	19,195	...	3,019
	District Funds ...	...	...	...	...	...	6	...	6	...	...	...	...	...	6	...	6
	Municipal Funds	48	48	...	...	3	12	...	9	...	...	...	...	51	60	...	9
	Other Sources ...	50	...	50	...	24	24	...	...	...	...	...	...	74	24	50	..
	Total ...	5,435	6,515	...	1,080	10,866	12,770	...	1,904	...	...	...	...	16,301	19,285	...	2,984

Chapter VI, 144. Female Education (Natives).

from Public Funds, and the remainder from Private Sources. The amount paid from Provincial Revenues is due to grants, mostly to the Aided Schools; and that paid from Local Funds is chiefly on account of the maintenance of the Board Schools, of which there are 196. The average cost per scholar, in these schools, is about Rs. 10-4 per annum.

Fees.

144. The income from Fees during the year was only Rs. 1,848, or Rs. 305 less than last year. As explained in previous reports, fees are levied almost exclusively in the schools for Native Christians. In the Vernacular Schools, the attendance of the girls is still considered as rather a favour conferred on those interested; and the desire for female education is everywhere yet so slight, that the bare mention of fees would be certain to empty the schools. In this connection, the Inspectress of Schools observes that it is yet seldom found practicable to exact even payment for the books and small articles of stationery supplied to the scholars.

Scholarships.

145. At the end of the year, 678 scholarships were current, against 635 in the previous return. These scholarships are awarded on the results of the Lower and Upper Primary Examinations; and the increased number is, in a degree, a measure of the instructional progress made. As there are 978 scholars in the departments in which these scholarships are tenable, the proportion of scholarships to pupils is about 2 to 3. Whilst the number of scholarships increased, the expenditure on these fell from Rs. 19,285 to Rs. 16,301, owing to the reduced rates sanctioned last year. This was what was intended as the previous rates had swelled the expenditure on this account beyond expectation. Miss Francis, however, doubts whether the change has been altogether beneficial.

Examination results for Secondary Departments.

146. The following table compares the results of the examinations of the Secondary Departments for the last two years:—

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	1891-92	4	1	25·0	9	3	33·3	11	11	100·0
	Increase	...	1	25·0	...	...	41·7	..	...	...
	Decrease	...	...	...	5	...	...	2	3	11·1
Total Anglo-Vernacular Examination.	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	1891-92	4	1	25·0	9	3	33·3	11	11	100·0
	Increase	...	1	25·0	...	...	41·7	...	...	...
	Decrease	...	...	...	5	...	...	2	3	11·1
Vernacular Examination.										
Board Schools	1892-93	...	...	...	...	...	...	5	3	60·0
	1891-92	...	...	...	...	...	...	9	5	55·5
	Increase	...	...	...	...	...	...	...	...	4·5
	Decrease	...	...	...	...	...	...	4	2	...
Aided Schools	1892-93	...	...	...	...	...	...	13	11	84·6
	1891-92	...	...	...	...	...	...	19	17	89·4
	Increase	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	6	6	4·8
Total Vernacular Examination.	1892-93	...	...	...	...	...	...	18	14	77·8
	1891-92	...	...	...	...	...	...	28	22	78·5
	Increase	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	10	8	7
Grand Total Anglo-Vernacular and Vernacular Examinations.	1892-93	4	2	50·0	4	3	75·0	27	22	81·5
	1891-92	4	1	25·0	9	3	33·3	39	33	84·6
	Increase	...	1	25·0	...	...	41·7	...	...	...
	Decrease	...	...	...	5	...	...	12	11	3·1

In the Entrance Examination of the Calcutta University, 4 candidates appeared, and 2 passed, compared with only 1 out of 4 last year. The successful candidates belonged to the Lady Dufferin School, Lahore. For the Middle School Examination, 4 candidates went up, and 3 passed, also from the Lady Dufferin School, against 3 out of 9 in the previous examination. For the Middle Standard Examination, 27 candidates appeared, and 22 passed, or 81 per cent., against 33 out of 39 last year, the schools that did best being the Alexandra School, Amritsar, and the American Mission School, Gujránwála. The numbers in the Middle School Examinations were fewer than last year; but the successes throughout were satisfactory.

147. The statement below gives the results, for the last two years, of the Upper and Lower Primary Examinations :—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1892-93	222	144	64·9
	1891-92	203	137	67·5
	Increase	19	7	...
	Decrease	...	...	2·6
Aided Schools	1892-93	123	74	60·2
	1891-92	85	67	78·8
	Increase	38	7	...
	Decrease	...	...	18·6
Total	1892-93	345	218	63·2
	1891-92	288	204	70·8
	Increase	57	14	...
	Decrease	...	...	7·6
Lower Primary Examination.				
Board Schools	1892-93	597	289	48·4
	1891-92	545	335	61·5
	Increase	52	...	...
	Decrease	...	46	13·1
Aided Schools	1892-93	353	194	55·0
	1891-92	366	226	61·7
	Increase	...	...	...
	Decrease	13	32	6·7
Total	1892-93	950	483	50·8
	1891-92	911	561	61·6
	Increase	39	...	...
	Decrease	...	78	10·8

In the Upper Primary Examination, out of 345 candidates, 218 passed, against 204 out of 288 in the previous year. About two-thirds of the passes were from the Board Schools. In the Lower Primary Examination, 950 candidates appeared, and 483 passed, or nearly 51 per cent., compared with 561 out of 911, or 61 per cent. at the last inspection. The larger share of the passes belonged again to the Board Schools; but the Aided Schools had the higher proportion of successes. It cannot be said that the very considerable decline in the number of passes by the Lower Primary Standard is not disappointing; but the very severe sickness of the year, more especially during the months of October, November, and December, is held to sufficiently account for this. The effect on the Boys' Schools has already been noticed; and, regarding the Girls' Schools, Miss Francis observes: "Boys work under the most favourable conditions, in healthy buildings, and with every opportunity of getting fresh air and exercise. The Girls' Schools, on the contrary, are generally in small rooms in narrow streets, and both teachers and scholars spend their lives in the

Chapter VI, 148. Female Education (Natives).

cities, with no opportunity of breathing wholesome air, or of getting any exercise." The result was that the Inspectress found the schools during the greater part of the inspecting season either much depleted, or with both teachers and scholars worn with illness, and unfit for work.

Needle-work.

148. The important subject of Needle-work is receiving more and more attention in some Districts; but, chiefly for want of efficient teachers, it has not yet the place it ought to have in every Girls' School. An advance, however, has just been made in this respect. On the recommendation of the last Educational Conference, Needle-work has been made compulsory in all the departments of Secondary Schools; and detailed courses of instruction, drawn up by the Inspectress, have been adopted for all the classes up to the Third Middle. Regarding these courses, Miss Francis says: "A new scheme has this year been framed, or rather two alternative schemes, one for plain work only, the other, beginning with *Kashída* work, and taking plain work in the second place. It is very desirable that the beautiful *Kashída* work, which is peculiarly characteristic of the Punjab and more especially of the Játs, should be preserved; and it is also popular with both parents and scholars. The net-work popular among Musalmáns, and the various kinds of embroidery practised in schools under European management, will continue to be practised where they are found useful and profitable. Knitting is included in both schemes: it is always appreciated, and it is easily learned." What is looked for from the schemes, as making the problem simpler, is that they will hasten the introduction into the schools, wherever possible, of this most useful subject of instruction.

Domestic Economy.

149. The Sughar Bíví, or Good House Mother, is taught in the Middle Schools, and seems to be a subject in which the girls take much interest. A simple text-book in Domestic Economy for the Primary Schools is also in course of preparation. But, except in the schools for Native Christian girls, practical house-keeping is not taught; and it is probably the case that the mothers sufficiently look after this at home.

Discipline.

150. The tone and discipline of the Secondary Schools, mostly under the supervision of Christian ladies, are highly satisfactory. But in Primary Schools, where the teachers have at present little idea of organization or order, these qualities are hardly to be looked for. Yet, as remarked by Lála Ságar Chand, "the character of the girls is, no doubt, being moulded by the new influences under which they are brought;" and "they are certainly learning habits of obedience and punctuality." We have, however, to wait for better instruments before we can expect to be satisfied in this regard.

Progress during the year.

151. Although there is a slight advance in the number of schools and scholars, it cannot be said that, with reduced fees and fewer passes by two of the Standard Examinations, the progress of the year has been all that was to be expected. But the cause of this, namely, the exceptional sickness during the autumn months, gives reason to believe that the check given is merely temporary. Most of the Inspectors express satisfaction, on the whole, with the progress made; and it is certainly a hopeful sign, that schools were opened during the year in places where the education of girls has hitherto been regarded with great indifference. More Middle School classes are being opened; more girls are setting themselves to prepare for Teachers' Certificates; improved arrangements have been made for the supervision of the schools in a few of the

larger centres; and, in some of the Village Schools, attempts are being made to combine amusement with instruction. The Inspector of the Ráwalpindi Circle speaks of a swing in the court-yard of one school, and of the girls "repeating their Mahární as they go whirling round." He also refers to a case of 8 or 9 girls of well-to-do families reading in a Boys' School, as a sign of the growing desire for female education.

Chapter VI, 151.

Female Education (Natives).

Chap. VII, A, 152.

Europeans and Eurasians.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	..	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	2	2	...	...	4	4	...	...
	Aided — Middle	6	6	...	...	14	13	1	...	20	19	1	...
	Aided — Primary	3	2	1	...	3	2	1	...	6	4	2	...
	Aided — Total	11	10	1	...	19	17	2	...	30	27	3	...
	Unaided — Middle	...	...	...	...	...	1	...	1	...	1	...	1
	Unaided — Primary	...	...	...	...	...	1	...	1	...	1	...	1
	Unaided — Total	...	...	...	...	...	2	...	2	...	2	...	2
	Total Public Schools	13	12	1	...	21	21	...	...	34	33	1	...
	Private Schools	1	2	...	1	1	3	...	2	2	5	...	3
	Total Public and Private Schools	14	14	...	...	22	24	...	2	36	38	...	2
Number of Scholars in	Sanáwar Asylum	279	279	...	...	226	228	...	2	505	507	...	2
	Murree Asylum	99	91	8	...	77	80	...	3	176	171	5	...
	Aided Schools — High	199	179	20	...	110	102	8	...	309	281	28	...
	Aided Schools — Middle	210	270	...	60	693	664	34	...	903	934	...	26
	Aided Schools — Primary	93	72	21	...	78	57	21	...	171	129	42	...
	Aided Schools — Total	502	521	...	19	886	823	63	...	1,388	1,344	44	...
	Unaided Schools — Middle	...	...	...	...	...	24	...	24	...	24	...	24
	Unaided Schools — Primary	...	...	...	...	...	22	...	22	...	22	...	22
	Unaided Schools — Total	...	...	...	...	...	46	...	46	...	46	...	46
	Total Public Schools	880	891	...	11	1,189	1,177	12	...	2,069	2,068	1	...
	Private Schools	21	29	...	8	10	26	...	16	31	55	...	24
	Total Public and Private Schools	901	920	...	19	1,199	1,203	...	4	2,100	2,123	...	23
Scholars in Public Schools in	High Stage	85	69	16	...	34	23	11	...	119	92	27	...
	Middle Stage	222	241	...	19	260	270	...	10	482	511	...	29
	Total Secondary Stage	307	310	...	3	294	293	1	...	601	603	...	2
	Upper Primary Stage	242	234	8	...	311	313	...	2	553	547	6	...
	Lower Primary Stage	331	347	...	16	584	571	13	...	915	918	...	3
	Total Primary Stage	573	581	...	8	895	884	11	...	1,468	1,465	3	...
	Total Secondary and Primary Stages	880	891	...	11	1,189	1,177	12	...	2,069	2,068	1	...

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

SECTION A.—EUROPEANS AND EURASIANS.

	Paras.
General statistics	152
Number of schools and scholars ...	153
Grades of schools and stages of instruction	154
Expenditure	155
Fees	156
Scholarships	157
Examination results	158
Discipline and conduct	159
Boarding arrangements...	160
General progress...	161
Lawrence Asylum, Sanáwar	162
Lawrence Asylum, Murree	163
Private schools	164

SECTION B.—MUHAMMADAN EDUCATION.

General statistics	165
Numbers and comparisons	166
Progress	167
Special encouragement	168

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

The Aitchison College	169
Number and distribution of scholars	170
State of the classes and examination results	171
Sons of gentlemen of rank	172

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for Low-caste children	173
Baptist and S. P. G. Mission Schools	174
Amritsar, Gurdáspur, and Gujránwála Schools	175
Siálkot and Ráwalpindi Schools ...	176

SECTION A.—EDUCATION OF EUROPEANS.

General statistics.

152. The table on the opposite page gives the number of European Schools in the Punjab at the close of the year, and the number and distribution of the scholars attending these, together with the figures of the previous year.

Number of schools and scholars.

153. The number of Public Schools is now 34, or one more than last year, 13 being for boys and 21 for girls. The return of the Private Schools is again, I regret, imperfect. Comparing the Public Schools as to their management, 4—namely, the Lawrence Asylums at Sanáwar and Murree—remain under Government, and 30 are Aided Schools under Public Bodies. The number of scholars in Public Schools is 2069, or practically the same as last year. In both Public and Private Schools as returned, the total is 2100, compared with 2123 last year, of whom 901 are boys and 1199 girls. The large difference between the number of boys and girls is probably due to the fact that more girls than boys are drawn from beyond the Province to the Punjab Hill Schools. But statistics are now being collected which will show exactly, in this and other respects, how the case stands.

Grades of schools and stages of instruction.

154. According to the grade of instruction of the Public Schools, there are now 8 High Schools in the Province, 20 Middle Schools, and 6 Primary Schools. The number of scholars in the Secondary classes is 601, of whom 119 are at the high stage of instruction, against 603 and 92, respectively, last year. As was to be expected, there are more boys than girls in the Secondary classes; and, in the High School classes, the proportion is as 85 to 34. The number in the Primary classes is 1468 compared with 1465 last year.

Expenditure.

155. The statement on the next page gives the total direct expenditure on European Schools from different sources for the year, together with the number and cost of scholarships. The total expenditure on all the schools is Rs. 1,68,852, or Rs. 18,970 more than last year, the increase being covered mainly from

Chap. VII, A, 155.

Europeans and Eurasians.

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Sanáwar Asylum.	Imperial Revenues	14,562	15,323	...	761	7,439	7,359	80	...	22,001	22,682	...	681
	Fees ...	1,426	1,462	...	36	713	731	...	18	2,139	2,193	...	54
	Total ...	15,988	16,785	...	797	8,152	8,090	62	...	24,140	24,875	...	735
Murree Asylum.	Provincial Revenues	6,921	6,252	669	...	4,871	4,784	87	...	11,792	11,036	756	...
	Total ...	6,921	6,252	669	...	4,871	4,784	87	...	11,792	11,036	756	...
Aided High Schools.	Provincial Revenues	8,251	8,500	...	249	3,511	3,933	...	422	11,762	12,433	...	671
	Fees ...	20,109	19,346	763	...	8,944	9,194	...	250	29,053	28,540	513	...
	Other Sources ...	807	4,574	...	3,767	7,940	...	7,940	...	8,747	4,574	4,173	...
	Total ...	29,167	32,420	...	3,253	20,395	13,127	7,268	...	49,562	45,547	4,015	...
Aided Middle Schools.	Provincial Revenues	7,798	7,608	190	...	20,219	17,888	2,331	...	28,017	25,496	2,521	...
	Fees ...	7,066	5,451	1,615	...	22,258	19,065	3,193	...	29,324	24,516	4,808	...
	Other Sources ...	4,923	5,262	...	339	10,195	4,123	6,072	...	15,118	9,385	5,733	...
	Total ...	19,787	18,321	1,466	...	52,672	41,076	11,596	...	72,459	59,397	13,062	...
Aided Primary Schools.	Provincial Revenues	1,514	1,698	...	184	1,747	850	897	...	3,261	2,548	713	...
	Fees ...	1,224	939	285	...	1,998	1,473	525	...	3,222	2,412	810	...
	Other Sources ...	2,728	1,555	1,173	...	1,688	810	878	...	4,416	2,365	2,051	...
	Total ...	5,466	4,192	1,274	...	5,433	3,133	2,300	...	10,899	7,325	3,574	...
Total Aided Schools.	Provincial Revenues	17,563	17,806	...	243	25,477	22,671	2,806	...	43,040	40,477	2,563	...
	Fees ...	28,399	25,736	2,663	...	33,200	29,732	3,468	...	61,599	55,468	6,131	...
	Other Sources ...	8,458	11,391	...	2,933	19,823	4,933	14,890	...	28,281	16,324	11,957	...
	Total ...	54,420	54,933	...	513	78,500	57,336	21,164	...	132,920	1,12,269	20,651	...
Unaided Middle Schools.	Fees ...	...	...	...	...	...	431	...	431	...	431	...	431
	Other Sources ...	...	...	...	...	...	786	...	786	...	786	...	786
	Total ...	...	...	...	...	...	1,217	...	1,217	...	1,217	...	1,217
Unaided Primary Schools.	Fees ...	...	...	...	...	...	407	...	407	...	407	...	407
	Other Sources ...	...	...	...		...	78	...	78	...	78	...	78
	Total ...	...	...	...	...	...	485	...	485	...	485	...	485
Total Unaided Schools.	Fees ...	...	...	...	...	...	838	...	838	...	838	...	838
	Other Sources ...	...	...	...	...	...	864	...	864	...	864	...	864
	Total ...	...	...	...	...	...	1,702	...	1,702	...	1,702	...	1,702
Total Public Schools.	Imperial Revenues	14,562	15,323	...	761	7,439	7,359	80	...	22,001	22,682	...	681
	Provincial Revenues	24,484	24,058	426	...	30,348	27,455	2,893	...	54,832	51,513	3,319	...
	Fees ...	29,825	27,198	2,627	...	33,913	31,301	2,612	...	63,738	58,499	5,239	...
	Other Sources ...	8,458	11,391	...	2,933	19,823	5,797	14,026	...	28,281	17,188	11,093	...
	Total ...	77,329	77,970	...	641	91,523	71,912	19,611	...	1,68,852	1,49,882	18,970	...
Scholarships.													
Number of Government Scholarships.		20	16	4	...	15	10	5	...	35	26	9	...
Number of other Scholarships ...		6	2	4	...	...	...	...	...	6	2	4	...
Expenditure from	Provincial Revenues	894	921	...	27	994	702	292	...	1,888	1,623	265	...
	Other Sources ...	465	130	335	...	...	...	...	...	465	130	335	...
	Total ...	1,359	1,051	308	...	994	702	292	...	2,353	1,753	600	...

Chap. VII, A, 156. Europeans and Eurasians.

the funds of the schools and from fees. Of the total expenditure, Rs. 76,833 was contributed by Government, Rs. 63,738 from Fees, and Rs. 28,281 from the School Funds. Leaving out the contribution to the Military Asylums, or Rs. 33,793, the cost to Government on the ordinary Aided Schools amounted to Rs. 43,040, or Rs. 2,563 more than last year. The total expenditure on these schools was Rs. 1,32,920, or an average of about Rs. 95 per head, per annum, towards which Government contributed about Rs. .30 per head. In some schools, the Government contribution last year was over Rs. 70 per scholar.

Fees.

156. The income from fees, except in the Sanáwar Asylum where there was a slight decline, rose in all the grades of schools during the year, and reached the figure already named, or Rs. 5,239 more than last year. The fees in the Aided Schools amounted to Rs. 61,599 for the year, or over 46 per cent. of the total expenditure.

Scholarships.

157. Thirty-five Government Scholarships were current at the end of the year, compared with 26 in the previous year, 20 being held in the Boys' Schools and 15 in the Girls'. Six other scholarships were also current, making 41 in all, or an average of one in about every 15 of the scholars in the Secondary classes, in which scholarships are tenable. The schools which chiefly distinguished themselves in the last Scholarship Examination were the Lawrence Memorial Asylum, Murree, and the Christ Church Boys' School, Simla. The first place in the High School Scholarship Examination was taken by the Auckland House School, Simla. The total expenditure on scholarships for the year was Rs. 2,353, to which Government contributed Rs. 1,888, or Rs. 265 more than in the previous year.

Examination results.

158. The table on the next page gives the results of the examinations which mark the completion of the courses of instruction in the several Departments, the Entrance and Final Standard Examinations marking the end of the High School Course, the Seventh Standard that of the Middle, the Fourth Standard of the Upper Primary, and the Second Standard of the Lower Primary Course. Details of the Scholarship Examinations are also given. In the Entrance Examination of the Calcutta University, 13 out of 16 passed, or 81 per cent., against 4 out of 15 last year. All the candidates belonged to the Bishop Cotton School, Simla. In the Final Standard Examination, out of 23 candidates only 7 passed, or 30 per cent., compared with 10 out of 12 in the previous examination. The failures were mostly on the Girls' side. In the Seventh Standard Examination, 102 passes out of 131, or 77 per cent.; in the Fourth Standard, 145 out of 236, or 61 per cent.; and in the Second Standard, 163 out of 280, or 58 per cent., are fairly satisfactory results, the girls in each case doing better than the boys. In the Middle Standard Examination also, the girls had more successes than the boys, but fewer in the Primary. The Inspector, judging from his examinations, considers that, on the whole, the schools tend to improve instructionally.

Discipline and conduct.

159. The tone and discipline of the schools are, generally, very satisfactory; and the conduct of the scholars continues to be favourably reported on. Instances of copying under examination have occurred; but these are rare, and have been fitly dealt with. The moral training of the children receives careful attention.

Boarding arrangements.

160. As observed last year, most of the schools are Boarding as well as Day Schools; and, as a rule, the accommodation and

Chap. VII, A, 158.

Europeans and Eurasians.

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Entrance Examination—Boys		..	16	15	1	...	13	4	9	...	81·2	26·6	54·6	...
Final Standard Examination.	Boys	... ...	10	9	1	...	6	7	...	1	60·0	77·7	...	17·7
	Girls	... ...	13	3	10	...	1	3	...	2	7·6	100·0	...	92·4
Standard VII.	Boys	Sanáwar Asylum...	7	6	1	...	4	4	...	...	57·1	66·6	...	9·5
		Murree Asylum ...	26	...	26	...	22	...	22	...	84·6	...	84·6	...
		Aided Schools ...	42	38	4	...	31	31	...	...	73·8	81·5	...	7·7
		Total ...	75	44	31	...	57	35	22	...	76·0	79·5	...	3·5
	Girls	Sanáwar Asylum	10	10	...	...	5	6	...	1	50·0	60·0	...	10·0
		Murree Asylum ...	6	6	...	...	5	3	2	...	83·3	50·0	33·3	...
		Aided Schools ..	40	36	4	...	35	28	7	...	87·5	77·7	9·8	...
		Total ...	56	52	4	...	45	37	8	...	80·4	71·1	9·3	...
Standard IV.	Boys	Sanáwar Asylum	32	40	...	8	18	34	...	16	56·2	85·0	...	28·8
		Murree Asylum ...	14	15	...	1	11	10	1	...	78·6	66·6	12·0	...
		Aided Schools ...	66	67	...	1	37	44	...	7	56·0	65·6	...	9·6
		Total ...	112	122	...	10	66	88	...	22	58·9	72·1	...	13·2
	Girls	Sanáwar Asylum	19	22	...	3	13	20	...	7	68·4	90·9	...	22·5
		Murree Asylum ...	11	12	...	1	5	5	...	...	45·5	41·6	3·9	...
		Aided Schools ...	94	89	5	...	61	50	11	...	64·9	56·1	8·8	...
		Total ...	124	123	1	...	79	75	4	...	63·7	60·9	2·8	...
Standard II.	Boys	Sanáwar Asylum	38	34	4	...	30	21	9	...	78·9	61·7	17·2	...
		Murree Asylum ...	10	10	...	...	6	9	...	3	60·0	90·0	...	30·0
		Aided Schools ...	61	69	...	8	25	39	...	14	40·0	56·5	..	16·5
		Total ...	109	113	...	4	61	69	...	8	56·0	61·0	...	5·0
	Girls	Sanáwar Asylum	43	27	16	...	33	17	16	...	76·7	62·9	13·8	...
		Murree Asylum ...	13	17	...	4	7	11	...	4	53·8	64·7	..	10·9
		Aided Schools ...	115	105	10	...	62	58	4	...	53·9	55·2	...	1·3
		Total ...	171	149	22	...	102	86	16	...	59·5	51·0	8·5	...
Scholarship Examinations. Middle Standard Examination.	Boys	Sanáwar Asylum	6	...	6	...	4	...	4	...	66·7	...	66·7	...
		Murree Asylum ..	6	2	4	...	3	2	1	...	50·0	100·0	...	50·0
		Aided Schools ...	15	9	6	...	11	7	4	...	73·3	77·7	...	4·4
		Total ...	27	11	16	...	18	9	9	...	66·7	81·8	...	15·1
	Girls	Sanáwar Asylum	6	...	6	...	6	...	6	...	100·0	...	100·0	...
		Murree Asylum ..	...	4	...	4	...	..	...	...	...	...	...	...
		Aided Schools ...	16	12	4	...	14	7	7	...	87·5	58·3	29·2	...
		Total ...	22	16	6	...	20	7	13	...	90·9	43·7	47·2	...
Primary Standard Examination.	Boys	Murree Asylum ...	9	10	..	1	9	10	...	1	100·0	100·0	...	...
		Aided Schools ...	32	25	7	...	25	17	8	...	78·1	68·0	10·1	...
		Total ...	41	35	6	...	34	27	7	...	82·9	77·1	5·8	...
	Girls	Murree Asylum...	1	6	...	5	1	3	...	2	100·0	50·0	50·0	...
		Aided Schools ...	29	37	...	8	17	28	...	11	58·6	75·6	...	17·0
		Total ...	30	43	...	13	18	31	...	13	60·0	72·0	...	12·0

boarding arrangements are suitable to the requirements. During the year, the want of a Boys' School in the hills resembling the Mayo Industrial School for Girls, at Simla, was much felt; and, in the absence of such a school, the special boarding grants under the Code have been admitted, for the present, in favour of the Bishop Cotton School. In several of the schools, Industrial and Domestic training continue to receive marked attention; but more is still desirable in this respect, especially on the domestic side of the Girls' Schools. To do for themselves—to make a dress and be able to cook, are of far more importance to the girls of most of our schools than to do decimals or recite poetry; and this is a matter chiefly for the Managers to consider.

Chap. VII, A, 161

Europeans and Eurasians.

161. Although numerically, the schools are much as in the previous year; yet, in other respects, there is evidence of fair progress. Mr. Lewis, the Inspector of European Schools, observed an improvement, generally, in the work of the schools, with an honest, and not unsuccessful, effort to remove the defects which had been pointed out at the previous inspection, and with more thoroughness; and he concludes with the following remark:—"Thus it is clear that not only is there an educational advance in the work of these schools, but also that the schools themselves are thriving, and that their Managers are consciously responsive to the encouragement offered by Government." During the year, a charge of illiberality was brought against the Department in respect of these schools, as compared with the working of the Code in England; but the fact that our grants average Rs. 30, and sometimes exceed Rs. 70, per scholar, as against a maximum of 17*s.* 6*d.* in England, is a sufficient answer. The Code for European Schools in India also authorises special grants up to Rs. 5 a month towards the boarding charges of poor scholars living where there is no suitable school; and this is an additional great boon to the community.

General progress.

162. The report of the Lawrence Military Asylum, Sanáwar, for the year, is highly satisfactory. The number on the rolls is now 505 (boys 279, girls 226), or 2 less than last year. The Inspector was pleased, in every respect, with the Infant Department, but found several shortcomings in the Boys' and Girls' Schools. On the whole, however, good work had been done, to the credit of the staff. The Pupil Teacher system had continued to work well; the conduct of the children is said to have been excellent; and the drill and gymnastics leave little to be desired. Careful attention is paid to the industrial and domestic training of the children. The general health throughout the year was satisfactory; and, although, by the want of a barrack, and the building operations now going on, the accommodation is hardly sufficient, yet the general order and discipline continue excellent. The pupils of this Asylum appeared during the year, for the first time, in the Scholarship Examinations, and took a very respectable place.

Lawrence Asylum Sanáwar.

163. The number on the rolls of the Lawrence Memorial Asylum, Murree, at the end of the year, was 176 (boys 99, girls 77), or 5 more than last year. The Inspector's report is, on the whole, favourable. The higher classes, however, did not show so well as the lower, said to be due, on the Boys' side, to many being pushed on too rapidly, and, on the Girls' side, to the domestic duties, which rightly take up much time. In the Scholarship Examinations, as already observed, this institution took a high place, winning 5 of the 16 scholarships offered for competition. The good hand-writing of the whole school is specially commended. The girls are well trained in needle-work

Lawrence Asylum, Murree.

Chap. VII, A, 164. Europeans and Eurasians.

and domestic duties; but the boys have not of late received any technical instruction. Drill is taught throughout the school. The health of the children appears to have been particularly good. The organization, management, and discipline continue to be thoroughly satisfactory.

Private Schools.

164. Regarding the incompleteness of the returns of the Private Schools, the Inspector records the remarks given below; and I would merely express the hope that, by means of the new method proposed—that is, a direct appeal from the Inspector to the Managers—there will be nothing wanting, in this respect, next year:—

"Statistics of Private Schools for Europeans cannot be obtained with any certainty; and it is, therefore, useless to discuss the return under this head. These schools are quite independent of the Department, and they are not even required to be registered. Some of them are open for a few months in one station, and then perhaps disappear altogether. If in a station where there is a European population there happens to be any one willing and fairly competent to teach young children, a small school is probably opened temporarily, but it has no permanence; and while its existence is probably known to the Chaplain of the station, this official may decline to trouble himself to obtain the returns asked for by the Department. I propose, in future, to ask Deputy Commissioners and Chaplains only for a list of the Private Schools in their Districts or Stations, of whose existence they may be aware, and then to obtain all further information from the schools themselves. This will probably be an improvement on the present system; it can scarcely be less satisfactory in its results."

SECTION B.—MUHAMMADAN EDUCATION.

General statistics.

165. The table on the opposite page gives the number of Muhammadans attending the various institutions, public and private, in the Province, during the last two years. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Numbers and comparisons.

166. The total number of Muhammadans under instruction fell during the year from 131,493 to 127,352, or by 4141. The fall was solely on the side of the males, and mostly in the Private Schools; whilst, on the side of the females, there was a rise of 4466 scholars. In the Public Schools for males, the fall was all but entirely at the Primary stage, and due, it is believed, mainly to the unhealthiness of the year, which would also account for the reduced numbers in the Private Schools. The rise in the Female Schools is probably nominal, and owing to the great incompleteness of the returns last year from the Ráwalpindi Circle. The percentage of attendance of Muhammadan boys of a school-going age on schools of all kinds is 11·99, compared with 14·51 for Hindús, and 16·87 for Sikhs. In Public Schools, the contrast is greater, being only 5·61 for Muhammadans, against 10·53 for Hindús, and 11·96 for Sikhs. Owing to the number of Qurán Schools, the general percentage for Muhammadan girls, or 1·92, is slightly higher than for either Hindús or Sikhs; but in Public Schools the proportion is much the same as for boys. On the whole, the Muhammadan community has yet a good deal of ground to make up.

Progress.

167. But the progress of Muhammadan education in the Province, surely if slowly, is most clearly seen in the increased numbers attending the higher institutions. In schools for Secondary Education, there is an advance of nearly 5 per cent., chiefly on the more profitable Anglo-Vernacular side. In the Arts Colleges, there is an increase of 25 per cent.; in the Medical College, of 30 per cent.; and there can be little doubt that the community has begun in earnest to appreciate the advantages of a

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDUS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindus.				Sikhs.			
	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	105	84	21	...	409	329	80	...	59	35	24	...
Oriental College	40	43	...	3	21	19	2	...	11	10	1	...
Medical College	25	29	...	4	104	93	11	...	14	6	8	...
In Secondary Stage. Anglo-Vernacular	2,783	2,647	136	...	5,800	5,588	212	...	1,013	814	199	...
In Secondary Stage. Vernacular ...	1,364	1,326	38	...	2,163	2,208	...	45	563	601	...	38
In Primary Stage	47,325	49,985	...	2,660	57,335	60,444	...	3,109	12,193	12,356	...	163
In Training Schools	124	125	...	1	178	187	...	9	19	45	...	26
In School of Art	59	65	...	6	21	25	...	4	38	41	...	3
In Law School	15	16	...	1	62	63	...	1	7	5	2	...
In Medical School	68	52	16	...	137	95	42	...	30	25	5	...
In Industrial Schools	277	256	21	...	84	71	13	...	105	114	...	9
In Other Special Schools ...	67	72	...	5	12	11	1	...	10	14	...	4
Total Public Institutions ...	52,252	54,700	...	2,448	66,326	69,133	...	2,807	14,062	14,066	...	4
Scholars at Private Schools ...	59,463	65,622	...	6,159	25,118	27,214	...	2,096	5,770	5,720	50	...
Total Scholars at Institutions of all kinds	111,715	120,322	...	8,607	91,444	96,347	...	4,903	19,832	19,786	46	...
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·30	·28	·02	...	·92	·89	·03	...	·86	·69	·17	...
Scholars attending Public Institutions	5·61	5·87	...	·26	10·53	10·97	...	·44	11·96	11·97	...	·01
Scholars attending Institutions of all kinds	11·99	12·92	...	·93	14·51	15·29	...	·78	16·87	16·83	·04	...
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	4	1	3	...	1	...	1	...	...	...	...	...
In Secondary Stage. Vernacular ...	32	23	9	...	25	30	...	5	11	11	...	...
In Primary Stage	4,312	4,264	48	...	4,677	4,336	341	...	1,522	1,605	...	83
Total Public Schools ...	4,348	4,288	60	...	4,703	4,366	337	...	1,533	1,616	...	83
Scholars at Private Schools ...	11,289	6,883	4,406	...	883	826	57	...	150	186	...	36
Total Scholars at Schools of all kinds	15,637	11,171	4,466	...	5,586	5,192	394	...	1,683	1,802	...	119
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·53	·53	...	...	·88	·82	·06	...	1·69	1·78	...	·09
Scholars attending Schools of all kinds	1·92	1·37	·55	...	1·05	·98	·07	...	1·85	1·99	...	·14

Chap. VII, B, 168.

Muhammadan Education.

good education on English lines. In the last M. A. Examination, two of the successful candidates were Muhammadans. In the B.A. Examination, 12 Muhammadans passed, taking the third, sixth, and eighth places. The only successful candidate in the M. O. L. Examination was a Muhammadan; and two others passed the B. O. L., one taking the first place. In the Intermediate Examination, two Muhammadans headed the list, and 22 passed; and in the Vernacular Intermediate Examination the only two successful candidates were Muhammadans. These are facts which speak for themselves.

Special encouragement.

168. In commemoration of the Jubilee of Her Most Gracious Majesty the Queen-Empress, Jubilee Scholarships were founded by the Punjab Government in 1887, for the special encouragement of English education amongst Muhammadans; and, during the past year, 197 of these scholarships were current—8 in Primary Schools, 120 in Middle Schools, 51 in High Schools, and 18 in Colleges. Schools for the special benefit of this community are gradually springing up; and, as already noticed in this report, an Islámiya College was opened in Lahore during the year. In Delhi, the Anglo-Arabic School, on the Itmád-ud-daula foundation, continues to do good work, though sectarian jealousies hamper it somewhat. The Shurfá-i-Hind School, also in Delhi, and intended specially for the descendants of the Timúriya family, is not doing so well. In Ludhiána, two Haqqání Schools continue to exist. At Amritsar, the Muhammadan Anglo-Oriental School, and at Lahore, the Madrasat-ul-Muslamín, are now important and flourishing institutions. In the Ráwalpindi Circle, there are three schools specially intended for Muhammadans in the city of Pesháwar, with 384 scholars; one at Abbottabad, with 52 scholars; and two in the Gujrát District, with about 200 scholars between them. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán are doing better than heretofore.

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

Aitchison College.

169. The Aitchison College, for the education of the Native Chiefs and gentry of the Province, sustained a heavy loss during the year, in the lamented death of its first Governor, General S. Black, C.S.I., to whose influence the success of the institution up to the present has been largely due. General Black has been succeeded in the Governorship by Colonel Sir B. Bromhead, C.B.

Number and distribution of scholars.

170. The number in attendance fell during the year from 86 to 78; but it is not anticipated that this decline is other than temporary. Of the total on the rolls, 7 attended for instruction the Lahore Government College; 13 belonged to the High Department, 26 to the Middle, and 32 to the Primary. The falling off, it may be observed, was wholly in the Primary Department; and yet it is in proportion as the boys join early, that the full effects of the training and discipline will be felt.

State of the classes and examination results.

171. The Inspector was, on the whole, pleased with the appearance of the classes. Spelling was poor in the junior classes; the methods in Arithmetic were defective in the Middle Department; and Translation, Grammar, and Geography throughout want improving. Otherwise, the condition of the classes is commended. Five of the College students appeared in the Intermediate Examination, and four, or 80 per cent., passed, which is highly satisfactory. For the Entrance Examination, 5 went up, and 3 passed. In the Middle School Examination, 7 out of 11 passed; in the Upper Primary, 3 out of 3; in the Lower Primary, 6 out of 8; and by the Infant Standard, 6 out of 7.

Education of Native Chiefs, &c.

Sons of gentlemen of rank.

172. With the general advance of education, though not yet taking the lead in this respect, the gentlemen of rank in the Province are becoming more and more alive to the advantage of educating their sons. According to the returns of the Inspector, the Delhi Circle gives 22 boys of family rank, of whom 11 attend the Aitchison College, 7 attend other Public Schools, 2 are being educated privately, and 2 receive no instruction. The Jullundur Circle, gives 117 of family rank, 9 of whom read in the Aitchison College, 78 attend the ordinary schools, 19 are under private tuition, and 11 are not accounted for. The Lahore Circle returns 103, all of whom are being educated,—22 at the Aitchison College, 78 at other institutions, and 3 privately. In the Ráwalpindi Circle 268 boys of family rank are returned, 7 of whom attend the Aitchison College, 214 read in the ordinary schools, 10 receive private instruction, and 37 are not accounted for. From the Deraját Circle, several of the Wards of Court, and the sons of the Nawábs, Kháns, and gentlemen of position attend the Aitchison College; and of some 140 others, the majority attend the ordinary Public Schools, whilst a number are privately educated. It is a sign of progress, that the sons of Kháns on the frontier have begun to send their sons and relatives to the Board Schools at the District head-quarters.

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for low-caste children.

173. As last year, special schools exist for low-caste children in all the inspectional circles except those of Jullundur and Deraját. There are also schools for Mínás in the Gurgáon District and for Sánsís in Siálkot. But no child of any caste is debarred from attending the ordinary Public Schools. On this the Inspector of the Jullundur Circle remarks: "Boys of the Sweeper and Rámdásia castes attend Board Schools, and many of them succeed in passing the Standard Examinations. They are not allowed to sit on the same bench or *tát* with boys of the higher castes; and they themselves never venture to claim the privilege." It is this ostracism which has called forth the benevolent undertakings of Missionary Societies in their behalf.

Baptist and S. P. G. Mission Schools.

174. The number of schools of this class in the Delhi Circle is 17, against 10 last year, attended by 383 scholars, These are all in, or near, the city of Delhi, and are maintained by the Baptist and S. P. G. Missions. The Board Primary School at Sháhjahánpur in the Gurgáon District offers facilities for the education of Míná boys; but the result is not, at present, all that might be desired.

Amritsar, Gurdáspur, and Gujránwála Schools.

175. In the Lahore Circle, there are 32 schools of this class, attended by 365 scholars, compared with 35 schools and 476 scholars last year. The falling off was owing to sickness, as in the case of the other schools. One of the schools (since closed) is in the city of Amritsar; 14 are in the Gurdáspur District, two being Girls' Schools; and 17 are in the Gujránwála District—all maintained by Missionary Societies. All the schools are of an elementary character; and a few of them are examined for grants under the rules for Indigenous Schools.

Siálkot and Ráwalpindi Schools.

176. The schools of this class in the Ráwalpindi Circle are mainly in the Siálkot District; but an interesting school of the same description exists at Sarái Pakkí in the Ráwalpindi District. The number of these schools in the Siálkot District is 22, with 629 scholars. One of them is the Christian Training School at Siálkot. This is a Middle School with 89 pupils. Last year it

Chap. VII, D, 176. Education of Low Castes, &c.

was returned as an Anglo-Vernacular School; but it is now in reality a Vernacular School. It sent up 5 candidates to the last Middle School Examination, of whom 2 passed. The other schools are all Primary, and include 5 Sánsí Schools formerly under the District Board. They were all examined by the Indigenous Standards, but did not do very well. Twelve are under the management of the American U. P. Mission, one under the Scotch Mission, and 9 under the Nárowál Branch of the Church of England Mission.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras.
Definition and description	177	Schools examined for grants ...	180
Statistics	178	Analysis of the figures	181
Analysis of the returns	179	Importance and prospects of these schools.	182

Definition and description.

177. Public Schools, as defined by the Government of India for statistical purposes, are those which follow the courses of study prescribed by the Department or the University, and are inspected by the Department or present pupils at the Public Examinations. All schools which do not come within the above definition are classed as *Private Schools*. These are chiefly schools in which religious books are taught by rote; schools which instruct exclusively in the Oriental Classical Languages; Mahájaní Schools, in which the Multiplication Tables and the Native Methods of Accounts are taught; and Vernacular Schools, in which instruction is confined mainly to a Vernacular language. All the above, as native to the country, are *Indigenous* Schools in the proper sense. There are, however, schools of comparatively new growth, which are also Private Schools according to the definition, and are returned in the statistical tables as 'Other Schools.' These are mainly schools for low caste children established by Missionary Societies, and what are called *Venture* Schools started by private individuals as a means of earning a living. The Department offers grants to Private Schools according to special, and very simple, standards of instruction laid down for these; and the increasing number of such schools seeking to be examined by the Department is one of the most hopeful signs for the advance of elementary education in the Province.

Statistics.

178. The following table gives the number of Private Schools of different kinds for Native children, and the number of scholars attending them during the last two years. The return of Private Schools for European children was noticed in the last Chapter.

	Number of Schools.				Number of Scholars.			
	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Arabic and Persian Schools ...	555	566	...	11	6,012	7,413	...	1,401
Sanskrit Schools	105	122	...	17	1,665	1,907	...	242
Mahájaní Schools	288	349	...	61	8,775	10,763	...	1,988
Indigenous Vernacular Schools — For Boys ...	1,171	1,204	...	33	24,932	24,557	375	...
Indigenous Vernacular Schools — For Girls ...	54	55	...	1	953	1,061	...	108
Schools teaching religious books by rote — For Boys ...	3,341	3,912	...	571	38,374	45,777	...	7,403
Schools teaching religious books by rote — For Girls ...	949	527	422	...	10,727	6,299	4,428	...
Other Schools ... For Boys ...	350	289	61	..	12,108	9,986	2,122	...
Other Schools ... For Girls ...	21	25	...	4	827	772	55	...
Total ... For Boys ...	5,810	6,442	...	632	91,866	100,403	...	8,537
Total ... For Girls ..	1,024	607	417	...	12,507	8,132	4,375	..
Grand Total for Boys and Girls ...	6,834	7,049	...	215	104,373	108,535	...	4,162

Chapter VIII, 179.

Private Schools. Analysis of the returns.

179. There is a decrease of 215 in the number of schools and of 4162 in the number of scholars. This fall I would still attribute mainly to the incompleteness of the returns; for it is difficult to conceive how—for instance, in the Rote Schools—there should have been a comparatively greater rise in the Girls' Schools than there was a fall in the Boys'. And the unhealthiness of the last autumn, when the statistics were collected, would support this view; for it is quite likely that many of these schools, which are rather casual at the best, were temporarily closed at the time. The decline extended to all the kinds of schools except 'Other Schools,' where there was a rise both in schools and scholars, and also more or less, through all the Circles. It was highest in the Rote Schools, but exclusively on the Boys' side, and considerable in the Mahájaní Schools, which had a rise in the previous year. The Indigenous Vernacular Schools show a fall in the schools, but a rise in the scholars. The decrease in the Classical Schools, especially on the side of the scholars, is rather marked; but the whole spirit of the times is against the exclusive cultivation of Languages, however important in themselves. As observed last year, it is to the Indigenous Vernacular Schools and 'Other Schools' that we have to look for the advance of education of a useful kind in Private Schools; and it is satisfactory to find that these have not declined. The total number of Private Schools now returned is 6834, with 104,373 scholars; or 5810 schools for boys, with 91,866 scholars, and 1024 for girls, with 12,507 scholars. It is worthy of note that, in many Private Schools, both boys and girls read together.

Schools examined for grants.

180. It has been said that the number of Private Schools applying to be examined for grants is a yearly increasing quantity; and the rise, in this respect, during the past year, would have been greater, had it not been that a number of these schools prefer to be examined by the ordinary standards, and have, consequently, to be returned as Public Schools. The following statement shows the number of Private Schools examined for grants during the past year, the number of scholars attending them, the number of passes by the various standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

		1892-93.	1891-92.	Increase.	Decrease.
Number of Institutions	Indigenous Vernacular Schools	330	340	...	10
	Other Schools	321	242	79	...
	Total	651	582	69	...
Number of Scholars	Indigenous Schools	12,485	13,857	...	1,372
	Other Schools	12,032	9,750	2,282	...
	Total	24,517	23,607	910	...
Number of Passes by	First Standard	3,565	4,075	...	510
	Second "	2,558	2,392	166	...
	Third "	1,483	1,270	213	...
	Fourth "	942	768	174	...
	Fifth "	368	354	14	...
	All Standards	8,916	8,859	57	...
Amount of grants earned	Attendance Grants	8,204	7,786	418	...
	Instruction Grants	19,183	18,280	903	...
	Staff Grants	12,667	12,156	511	...
	Total Grants	40,054	38,222	1,832	...

Chapter VIII, 181.

Private Schools.

Analysis of the figures.

181. The increase against 'Other Schools' is a good deal counterbalanced by a decrease against Indigenous Vernacular Schools; but there is a rise, on the whole, of 69 schools and 910 scholars, as compared with the returns of the previous year. The fall in the number of Indigenous Vernacular Schools was mostly in the Jullundur and Lahore Circles, and is said to have been due, partly to the unhealthy season which affected all classes of schools, partly to the closure of some schools as not able to carry the scholars to the higher standards, and partly to a change of classification, some of these schools being now returned as Public and some as 'Other Schools.' The increase, on the whole, was highest in the Ráwalpindi Circle, with 54 more schools, and 1617 more scholars. In the Delhi Circle, there were 17 more schools, with 385 more scholars; in the Jullundour Circle, 5 more schools, but with fewer scholars; and in the Lahore and Deraját Circles, there was a decline under both heads. The return of 'Other Schools' for the Deraját Circle is blank; and the same is the case with six Districts in the Delhi Circle. The whole number of Private Schools examined for grants during the past year was 651, with 24,517 scholars. The examination results, except for the lowest standard, were an improvement on those of the previous year; and the grants earned amounted to Rs. 40,054, or an average of about Re. 1-10-0 per scholar.

Importance and prospects of these schools.

182. The effect of the departmental influence on these schools is not merely that close on twenty-five thousand children are in receipt of a useful elementary education who would otherwise have had to go without; but a stimulus has been given to private enterprise in this direction, which will soon have to be looked to as the chief means for the further advance of popular education. The fees charged in Public Schools, though small on the Vernacular side, have checked the spread of education among the poor; and the rise of Private Schools, depending on the grants they may earn and the voluntary gifts of the parents, and in which no fees are charged, has met a distinct want. There is every reason to believe that the number of these schools will go on increasing; and the question of how to meet the enhanced grants will soon have to be considered. Already the District Boards are beginning to find them a heavy burden on their funds. The grants were at first, advisedly, framed on a rather liberal scale, which have recently, on the recommendation of the last Educational Conference, been slightly curtailed; but Local Bodies, with the sanction of the Department, have the power to alter the rates laid down as may seem necessary; and, as the Private Schools become efficient, it may be anticipated that these will, to some extent, take the place of the more expensive Board Schools. Meanwhile, the Inspecting Officers, whilst not failing to suitably encourage these schools, have the right to expect a gradually improved general condition, which they are not likely to overlook.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

	Paras.		Paras.
The Chief Agencies	183	Mufid-i-'Am Press	189
Report of the Text-Book Committee	184	Report of the Registrar, Education Department	190
Work done by the Committee ...	185	Secretariat Book Account	191
Encouragement of Literature ...	186	Government share in Departmental text-books	192
Changes in the Committee	187		
Translating Staff	188		

The Chief Agencies.

183. As explained in previous reports, the chief agencies for the preparation and distribution of books, maps, and other appliances required by the Department, are the Text-Book Committee, the Translating Staff at present attached to the Central Training College, and the Mufid-i-'Am Press, Lahore. The Text-Book Committee decides on the books, &c., required for the schools, and arranges for their preparation; the Translating Staff translates, revises, or corrects the books, &c., as may be required; and the Mufid-i-'Am Press, which has, at present, a contract with the Department for this work, prints the books, &c., when finally approved by the Committee, and distributes them to the schools. In respect of apparatus for the teaching of Physical Science, it is worthy of note that the Punjab Science Institute now undertakes the supply of such to the schools from its own workshop in Lahore, of good workmanship and finish, and at much cheaper rates than that imported from Europe. This removes one of the main obstacles to the teaching of Physical Science in the Province.

Report of the Text-Book Committee.

184. The report of the Text-Book Committee for the past year, with appendices showing the books considered and approved during the year, the text-books completed or in course of preparation, the books recommended for School Libraries, and the additions to the Committee's Library of Reference, is printed as Appendix K. to this report.

Work done by the Committee.

185. There were altogether twenty-eight meetings during the year,—twenty of Sub-Committees, four of Special Committees, and four of the General Committee; and a large amount of useful work was done. As many as 11 new text-books were completed and adopted during the year; 8 others were revised; and about 20 more were under consideration. The English Sub-Committee, besides having in hand the Punjab Series of English Readers for Middle Schools, has, in accordance with the proposals of the Educational Conference of 1892 for improving the teaching of English in the Punjab Schools, undertaken the preparation of a *Manual* on the subject, and of English Readers for the Primary Classes, on the most approved method of teaching a foreign tongue. The Technical Sub-Committee, in addition to Vernacular text-books in Mathematics and Agriculture, had in hand the preparation of a Syllabus of Object Lessons for the Primary Classes, and the large subject of adopting some means in the Province of illustrating school books. The History and Geography Sub-Committee passed revised editions of five District Geographies, continued the preparation of the Primary Series of Geographical Readers, and arranged for a Geographical Manual in English for Middle Schools. The various Language Sub-Committees also did a good deal of work. They completed the Series

of Urdú Readers for Primary Schools, and had three of these translated into Panjábí and Hindí; revised the Urdú Courses for Training Institutions and for the First and Second Classes of Middle Schools; adapted an Urdú Grammar and two graduated Persian Grammars; and re-edited the Departmental Hindí Dictionary. The Library Sub-Committee, beside adding largely to the Reference Library, and drawing up a catalogue of the books now available therein, prepared a short list of books suitable for young readers, which has been sent to the Managers of Schools throughout the Province, with a view to the gradual formation of Libraries of healthy and entertaining literature in the schools. This was in accordance with an order of the Government on a proposal of the Educational Conference of 1892 for the encouragement of private reading among the older school boys.

Encouragement of Literature.

186. In addition to the above special work, the Committee considered and disposed of 154 books of various kinds submitted for patronage. More than one-half of these, including about 30 Vernacular books, were approved. Out of the Rs. 3,000 at the disposal of the Committee, for the supply of useful books to schools, more than a thousand volumes were distributed during the year, which cannot fail to have a good effect, especially where the purpose is appreciated.

Changes in the Committee.

187. Certain changes took place in the membership of the Committee during the year. The Secretaryship also fell vacant owing to the resignation of Mr. W. Bell in November last. During December and January, Lála K. B. Thápur acted as Secretary, after which the duties devolved on Mr. J. C. Oman, who had been elected to the office. The members, as a rule, continue to take an active part in the work of the Committee; and I have again to express the obligations of the Department to them for their helpful co-operation. To the Secretaries, past and present, I am especially indebted for the prompt and full attention invariably given to the constant references made to them.

Translating Staff.

188. The Translating Staff still consists of the First and Second Assistant Masters of the Central Training College, who have to give about one-half of their time to teaching. As Translators, they have to do such compilation, revision, and translation work as may be required of them. During the past year, besides translating all the Departmental Circulars, they compiled the District Geographies of Ferozepore, Kohát, and Bannú, revised and corrected several Urdú Courses and Readers, the Geographies of the Panjab and Asia, and of two other Districts, and the *Motí Qawáí'd*, an Urdú Grammar, in two Parts, and reviewed as many as seventy-five books for the Text-Book Committee. The greater part of this work was done, as in previous years, by Lála Jíya Rám, M.A., and Lála Súraj Naráyan, the permanent Translators.

Mufid-i-'Am Press.

189. The work of the Mufid-i-'Am Press, in the printing and distribution of text-books, continues satisfactory. The supply of books is well kept up; the prescribed standard both of type and paper is maintained; and the indents of School Managers are, I believe, almost without exception, promptly complied with. During the past year, some sixty different text-books, or editions, were published, with an aggregate of nearly half a million copies. This is a yearly increasing quantity, which cannot fail to tax the capacity of a single contractor, however energetic.

Report of the Registrar, Education Department.

190. The report of the Registrar, Education Department, which deals with the sale of Secretariat books in the hands of Munshí Guláb Singh and Sons, and with the Government share in

Chapter IX, 191. Preparation and Distribution of Text-Books.

the Departmental text-books published by the Contractors, is printed as Appendix L

Secretariat Book Account.

191. The account of the Secretariat books on commission sale shows Rs. 373-11-7 as paid into the Treasury during the year, with books to the value of Rs. 1,445-8-3 in the hands of Munshí Gulâb Singh and Sons on the 31st of March last. This Firm's account included sales after the close of the official year, which will appear in next year's statement; and they have been requested to submit their account hereafter made up to the due date.

Government share in Departmental text-books.

192. At the beginning of the year, there was a balance of Rs. 3,262-6-11 due by the Contractors on account of the Government share in the text-books published in the previous year. For the year under report, the amount due on this account is Rs. 10,163-1-11, making a total of Rs. 13,425-8-10 to be accounted for. Of this sum, payments, aggregating Rs. 8,639-8-0, were made during the year, leaving a present outstanding balance against the Contractors of Rs 4,786-0-10. In last year's report, I remarked that I was in communication with the Text-Book Committee on the advisability of fixing a reasonable maximum sum to be paid to that body from this source of income. But the extraordinary expenditure of the Committee during the past year, especially on account of rewards to authors and photozincographic illustrations, made the laying down of a limit not yet expedient. The matter will, however, continue to receive the attention it deserves.

J. SIME,

Director of Public Instruction, Punjab.

APPENDIX A.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1892-93.

Staff.

The staff of the College on 31st March, 1893, was as follows:—

1. W. Bell, Esquire, M. A., Principal and Professor of English;
2. P. G. Dallinger, Esquire, B. A., Professor of History;
3. B. G. Ussher, Esquire, M.A., Professor of Philosophy;
4. J. C. Oman, Esquire, Professor of Science;
5. Bábú Sashí Bhushan Mukarjí, M. A., B. L., Professor of Mathematics;
6. Lála Umráo Singh, M.A., Assistant Professor of History, &c.;
7. Golak Náth Chattarjí, Esquire, B. A., Assistant Professor of Mathematics;
8. Lála Rúchí Rám, M. A., Assistant Professor of Science.

Changes in the Staff.

2. As noted in last year's report, Dr. C. R. Stulpnagel, Principal of the College, died on the 7th April, 1892, and I assumed charge on the 8th April, 1892. Lála Ságar Chand, B.A., was appointed Officiating Professor of Philosophy, and joined the College on the forenoon of the 22nd April, 1892. Mr. J. C. Godley resigned his appointment as Professor of History, and did not return to the College after the long vacation. Mr. F. H. Cope took charge of the duties of the Professor of History on the forenoon of the 18th October, 1892, and was relieved by Mr. P. G. Dallinger, who joined the College on the forenoon of the 27th October, 1892. Lála Ságar Chand was relieved of his duties on the afternoon of the 22nd December, 1892, and Mr. B. G. Ussher, the new Professor of Philosophy, arrived in Lahore on the afternoon of the 26th December, 1892. It is evident from the above that the year under report, like the preceding one, was marked by numerous changes in the teaching arrangements of the College. I regret the loss of Professors Godley and Ságar Chand, who had won the confidence of the students; but Professors Dallinger and Ussher, their able substitutes, will, no doubt, succeed in doing the same. I hope that the College has now settled down to a comparatively uninterrupted spell of work.

Number and distribution of students on 31st March, 1893.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1893, and compares the figures with those of the previous year:—

	1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class ... First year ...	34	34	...	...
Intermediate Class ... Second year ...	34	23	11	...
B. A. Class ... Third year ...	46	21	25	...
B. A. Class ... Fourth year ...	43	50	...	7
M. A. Class	14	11	3	...
Total ...	171	139	32	...

The above statement shows an increase of 32 students over last year. The increase in the Third Year Class is noteworthy, as is also the fact that, while the Third Year Class of last year contained 21 students only, it rose to 43 as a Fourth Year Class. This was due to an influx of failed candidates at the beginning of the year under report, and should be borne in mind in connection with the results of the recent B. A. Examination, as these new-comers supplied the majority of the failures.

It is satisfactory that, in spite of our high fees, our numbers should have increased by 50 per cent. within the last two years; and I may be permitted to mention here that since the close of the year under report, we have admitted a larger number of students than on any previous year since the phenomenal year 1886, our numbers being nearly the same as in 1885. Seeing that our fees are now at their maximum, and that two other large Colleges in Lahore now teach up to the B. A. standard at lower rates, there is evidently no falling-off in the confidence placed in the Government College.

Appendix A.

Report on the Government College, Lahore.

The average number on the Rolls during the year was 165, and the average daily attendance 148, the corresponding returns for 1891-92 being 130 and 120, respectively.

At the present moment I am inundated, as at the beginning of the year, with applications for half fees. These have mostly to be rejected; but they are significant as showing that many students would gladly come to us if they could afford to do so.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1892-93, and compares these items with those for 1891-92:—

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	35,908	38,349	...	2,441
Fees...	13,507	10,522	2,985	...
Total ...	49,415	48,871	544	...

From this it appears that, while the institution has cost nearly Rs. 2,500 less, the fees have realised nearly Rs. 3,000 more than in the preceding year.

Expenditure on scholarships.

5. The following is the statement of expenditure on scholarships for 1892-93 and for 1891-92:—

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	3,316	3,227	89	...
	University Funds	2,864	2,306	558	...
	Other sources	287	57	230	...
	Total ...	6,467	5,590	877	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships...	27	28	...	1
	Jubilee Scholarships	1	4	...	3
	Zamíndárí Scholarships	2	2	...	...
	Other Scholarships	2	1	1	...
	Total ...	32	35		3

The amount contributed from all sources exceeds that for the previous year, although the number of scholarship-holders was less, having fallen in two years from 52 to 32. In the previous year various students had to leave the College before they had drawn the full amount of their scholarships; this accounts for the larger amount drawn in the year under report.

During the year the following additional sums were contributed as scholarships:—

	Rs.
By Amritsar Municipality	308
By Anjuman-i-Islámiya, Amritsar	330
By District Board, Montgomery	18

Results of Examinations.

6. The following statement gives the results of the various Arts Examinations held in 1892-93 as compared with 1891-92:—

		1892-93.	1891-92.	Increase.	Decrease.
F. A., Calcutta	Candidates ...	...	2	...	2
	Passes ...	...	2	...	2
Intermediate, Punjab ...	Candidates ...	35	23	12	...
	Passes ...	25	20	5	...
B. A., Punjab	Candidates ...	42	49	...	7
	Passes ...	16	22	...	6
M. A., Punjab	Candidates ...	8	5	3	...
	Passes ...	5	2	3	...

From the above statement it would appear that the number of candidates sent up for examination has risen from 79 to 85, while the number of passes remains the same. For each separate Examination of the Punjab

University, the number of candidates and passes has risen except in the B. A. Examination.

The M. A. Examination.

For the M. A. Examination 8 candidates were sent up, 4 in English, 3 in History, and 1 in Philosophy. One candidate, who at the last moment, and after one year's tuition, made up his mind to appear in English, failed in one paper; the other 3 passed. Of the 3 candidates in History, the 2 who had gone through the full course of tuition passed. The candidate in Philosophy suffered from the fact that no provision could be made for an M. A. Class in Philosophy until Professor Ussher's arrival. He was allowed to appear, because he was an old student, and had failed in the previous M. A. Examination. Owing to the anomaly whereby M. A. candidates in Sanskrit and Arabic are sent up by the Oriental College I have nothing to say regarding them.

The discouraging feature in connection with our M. A. Classes is, that the majority of the students, though scholarship-holders, do not appear in the Examination. Even the Fuller Exhibitioner, who had a scholarship as well, left as soon as his tenure of the exhibition expired. This is an abuse of a valuable privilege, and leads not only to a waste of public money, but also to a profitless demand on the energies of the staff.

B. A. Examination.

For the B. A. Examination 42 candidates were sent up, half of them being failed candidates of the previous year. I made a special effort on their behalf and devoted extra time to them, but only 16 passed. This, as was the case last year, is an unsatisfactory result, for which I cannot reproach myself. I believed that, in spite of the material I had, I might reasonably expect better results, and I can only hope that for the future failed students will not flock so readily to my class. It must be remembered, however, that the 2nd, 3rd, and 4th places on the Pass List were taken by our students, and that they stand first in English, Science, Sanskrit, and Philosophy, thus gaining the Patiála-Sime and Alwar Gold Medals, the Punjab Science Institute and Philosophy Prizes, and the Aitchison-Rám Rattan Scholarship.

Intermediate Examination.

In the Intermediate Examination 35 candidates were sent up, of whom 25 passed. Of these 4 (out of 7) were placed in the First Division, 15 in the Second Division, and 6 in the Third. The majority of our passes are among the first 50 on the list, an order of merit which, like last year's, is very satisfactory. The first places in English, Persian, History, and Science are taken by students of this College. In fact in all the examinations of the year under report, we head the list in English. The success of the Aitchison College students, who read with us, deserves a passing notice, 4 passing out of 5.

Results in separate subjects.

7. The following statement compares the results in each subject with the results in 1891-92 :—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1892-93	35	3	6	26	35	...	14	4	...	17
		1891-92	23	5	5	16	23	...	11	...	...	9
		Increase	12	...	1	10	12	...	3	4	...	8
		Decrease	...	2	...	...	...	...	...	...	...	...
	Passes	1892-93	32	2	3	24	28	...	12	4	...	17
		1891-92	23	5	4	14	21	..	9	...	...	9
		Increase	9	...	...	10	7	...	3	4	...	8
		Decrease	...	3	1	...	...	...	...	...	...	...
B. A. Examination.	Candidates	1892-93	42	...	2	18	20	8	26	4	...	6
		1891-92	49	3	3	24	19	3	30	7	...	9
		Increase	...	...	..	...	1	5	...	...	...	...
		Decrease	7	3	1	6	...	...	4	3	..	3
	Passes	1892-93	18	...	2	17	11	7	17	4	...	6
		1891-92	33	2	3	17	7	2	21	6	...	8
		Increase	...	...	...	...	4	5	...	...	...	...
		Decrease	15	2	1	...	...	...	4	2	...	2
M. A. Examination.	Candidates	1892-93	4	...	...	...	...	...	1	3	...	...
		1891-92	...	...	...	...	...	...	4	...	...	1
		Increase	4	...	...	...	...	...	...	3	...	...
		Decrease	...	...	...	...	...	...	3	...	...	1
	Passes	1892-93	3	...	..	...	...	...	...	2	...	...
		1891-92	...	...	...	...	...	...	1	...	...	1
		Increase	3	..	...	...	...	...	...	2	...	...
		Decrease	...	...	...	...	...	...	1	...	...	1

Appendix A.

Report on the Government College, Lahore.

In the Intermediate Examination the number of candidates has risen more than 50 per cent., and there are only 3 failures in English. The 3 students who failed received extra tuition from Professor Dallinger in order to give them every chance of passing; but their case was evidently hopeless. The results in all the other subjects are satisfactory. There is no failure in Physical Science; but I regret that somewhat easy papers deprived our students of full opportunity to show the special advantages they enjoy in the study of this subject under Professor Oman and Lála Ruchí Rám. Lála Umráo Singh has to be credited exclusively with the good results in History and Political Economy, and partially with those in Philosophy; the latter subject was taught in the second year by Professors Ságar Chand and Ussher. Mr. Chattarjí worked devotedly at his special subject, while both he and Lála Umráo Singh materially assisted me with English Composition and Translation.

In the B. A. Examination the results in the second languages, in Mathematics (B Course) taught by Professor Mukarjí, in History taught by Professor Dallinger, and in Science taught by Professor Oman, are all very good. In Mathematics (A Course), in Philosophy, and in English, they are not satisfactory. The fact that 13 students failed in more than one subject, and of these 5 in no less than three subjects, proves that the B. A. Classes contained a very weak element.

College Club, Physical training and games.

8. The amount realised during the year on account of subscriptions to the College Union Club amounted to Rs. 397-12-0, against Rs. 324-8-0 in the previous year. This amount, supplemented by contributions from some of the staff, was spent on the purchase of a large number of newspapers and periodicals, as well as materials for cricket, football, tennis and other games. The increasing interest in football is very marked.

One feature of the year under report is the opening of a Debating Club for the junior students which, like the ordinary Union Club, met weekly with the best results. Both Clubs varied the programme with *extempore* speeches, recitations, and dramatic representations. I have to thank those members of the staff who have interested themselves in these Clubs, more especially Lála Rúchí Rám, who awarded two prizes in connection with them.

The Gymnasium attached to the College has now been fitted up, and will soon be in full swing.

The Boarding House and surroundings.

9. The new Boarding House in the College grounds has been very popular, and the number of boarders rose to its highest limit, *viz.*, 108. At the close of the year 101 students were in residence. The fees from College boarders amounted to Rs. 782. The conduct of the boarders throughout the year was good. The commodious baths attached to the Boarding House have been in daily use, and the health of the boarders has been remarkably good. Lála Sardárí Lál has proved a painstaking and efficient Superintendent.

The surroundings of the College and Boarding House have been greatly improved during the year, and the trees, shrubs, flowers, and grass form a welcome change from the former state of things.

In October, 1892, I took up my abode in the house provided in the College grounds, and have daily visited and inspected the Boarding House premises. The result has been to bring me into much closer personal acquaintance with my students, while enabling me at the same time to supervise them more thoroughly. I can now speak with confidence of the individual character of most of them.

Conduct of the students. Evening lectures.

10. The conduct of the students throughout the year has been good. Evening lectures were given at intervals during the year, though fewer than last year owing to the arrangement made with Mr. Tupper that our students should attend the Punjab Lantern Readings. Professors Dallinger and Ussher gave opening addresses, Professor Ságar Chand gave a farewell address, Mr. Madan Gopál lectured on Tennyson, and I gave three lectures on Shakespeare.

Library and Reading Room.

11. During the year the College Library has been overhauled and re-arranged, and most of the books labelled. More useful periodicals

have been obtained for the use of the staff. It was found inconvenient to place the Library in the room now occupied by the Principal, and it has now been divided into sections under the care of the various members of the staff. The new Reading Room adjoining the Gymnasium is now ready for occupation.

Additional provision has been made during the year for the efficient teaching of Science through extended accommodation for laboratory work and for apparatus and chemicals; and it is satisfactory to find that of the students joining this College an increasing proportion take up Physics and Chemistry.

12. I have, in conclusion, great pleasure in recording my gratitude to the staff for their unfailing help and co-operation, and for their hard work throughout the year.

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

APPENDIX B.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1892-93.

Staff.

Mr. Wright returned to Delhi from furlough in October, and resumed his work as Professor of History on the re-opening of the College in that month. In the following month the Mission sustained a severe loss in the sudden and unexpected death of Rev. F. Sandford, who died of typhoid fever on 22nd November. He had been only a year in India, but had given proof of possessing, in an eminent degree, qualifications which would have made him a most valuable colleague, and which had already endeared him to all who knew him. After an interval of about three months during which we had great difficulty in carrying on the work, his place was taken by B. K. Cunningham, Esq., B.A., of St. John's College, Cambridge, who has joined our brotherhood as a layman, and specially for College work.

Number and distribution of students.

2. The following table gives the number and distribution of students at the close of the year as compared with those for 1891-92 :—

	1892-93.	1891-92.	Increase.
Intermediate Class ... ... First year ...	28	20	8
Intermediate Class ... ... Second year ...	25	20	5
B. A. Class ... ... Third year ...	8	6	2
B. A. Class ... ... Fourth year ...	7	6	1
M. A. Class	1	...	1
Total ...	69	52	17

The average number of students on the Rolls was 68, and the average daily attendance was 62, as compared with 53 and 49, respectively, for the previous year.

The distribution of students as regards race and religion was as follows :—

Christians	2
Hindús	57
Pársís	1
Muhammadans	9
Total ...	69

Expenditure.

3. The following table gives a comparative statement of the expenditure during the years 1892-93 and 1891-92 :—

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	4,428	3,143	1,285	...
Subscriptions	277	...	277	...
Endowments and other sources ...	6,400	7,682	...	1,282
Total ...	17,705	17,425	280	...

The amount spent on the College Library was Rs. 383.

The number of students on half fees was 7. I am sorry that I forgot to bring forward at the recent Educational Conference the proposal made in my last report that the number of students admitted at half rates should be raised to 10 *per cent.* As there is another rise in the fees this year (though it only affects the B.A. students), it is, I think, desirable that some further alleviation should be made. It is, I also think, a great pity that when so much money is now contributed for prizes by private donors, often in the form of medals and other merely ornamental gifts, the attention of the public should not be drawn to the great opening for really useful charity which the need of more scholarships presents. Of course, if it is necessary that a scholarship should be endowed before it can be sanctioned, it is useless to make such a suggestion. But, if it is sufficient that a sum large enough to cover the amount of a scholarship for two years be made over to the University or Government, there might be a reasonable prospect of donors coming forward to encourage education in this way.

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

Scholarships.

4. The following table furnishes the information required respecting the number of scholarship-holders, and the amount disbursed to them :—

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	1,152	874	278	...
	Municipal Funds	...	8	...	8
	University Funds	276	156	120	...
	Other sources	172	115	57	...
	Total ...	1,600	1,153	447	...
Number of holders of	Government and University Open Scholarships ...	8	5	3	...
	Jubilee Scholarships	1	1	...	...
	Zamíndárí Scholarships ...	2	2	...	...
	Other Scholarships	1	3	...	2
	Total ...	12	11	1	...

The number of Mission stipendiaries was 7, and the amount expended on their stipends was Rs. 189.

The award of the Albert-Victor Patiála Scholarship was made very late, some *nine months* after the date of the issue of the Intermediate Pass List. Such delay goes far to frustrate the purpose of the endowment of scholarships. In the present case the winner of the scholarship had, as it happened, been enabled by the kindness of a friend to read on for the B. A. But for this he would have left College, and the scholarship would have lapsed. This surely is a very anomalous state of things.

Results of Examinations.

5. The following table shows the results of the Examinations held during 1893 :—

NUMBER OF CANDIDATES SENT UP.

		1892-93.	1891-92.	Increase.
Intermediate, Punjab	Candidates	25	20	5
	Passes	14	10	4
B. A., Punjab ...	Candidates	7	6	1
	Passes	5	3	2
M. A., Punjab ...	Candidates	1	...	1
	Passes	1	...	1

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examination.	Candidates ...	1892-93 ...	25	3	6	16	25	...	12	...	...	13
		1891-92 ...	20	2	8	10	20	...	12	...	...	8
		Increase ...	5	1	...	6	5	...	...	...	...	5
		Decrease ...	...	...	2	...	...	...	...	...	...	...
	Passes ...	1892-93 ...	17	3	2	14	18	...	12	...	...	11
		1891-92 ...	19	1	...	8	20	...	9	...	...	7
		Increase ...	...	2	2	6	...	...	3	...	...	4
		Decrease ...	2	...	...	...	2	...	...	...	...	...
B. A Examination.	Candidates ...	1892-93 ...	7	1	1	3	2	...	...	6	...	1
		1891-92 ...	6	...	2	3	3	...	...	3	...	1
		Increase ...	1	1	...	...	...	...	...	3	...	...
		Decrease ...	...	...	1	...	1	...	...	...	...	...
	Passes ...	1892-93 ...	5	1	1	3	2	...	...	6	...	1
		1891-92 ...	5	...	1	2	2	...	...	3	...	1
		Increase ...	...	1	...	1	...	...	...	3	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
M. A. Examination.	Candidates ...	1892-93 ...	1	...	...	...	...	...	...	...	...	...
		1891-92 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1892-93 ...	1	...	...	...	...	...	...	...	...	...
		1891-92 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

This year we sent up our first M. A. candidate. He came out second in the Examination in English.

The B. A. results were satisfactory. There were only two failures, and in both cases the number of marks by which they failed was extremely small. I cannot understand the aversion to the system of grace marks which characterizes our University. In all the other Indian Universities it is held to be absurd and unreasonable to allow a candidate to fail because he comes short by a single mark or so in one paper. If grace marks are objected to because the granting them seems to open the door to partiality (though I cannot see how it should do so, nor is it, as a matter of fact, found to do so in other Universities), what at least ought, I think, to be insisted on is, that the papers of those candidates who have failed by one mark in any one subject should be sent back to the examiner with the request that he should re-examine the papers and ascertain whether, with due regard to other candidates, he could give the candidate the extra mark required to enable him to pass. In such a subject as English it is almost impossible that the marks can be awarded with such absolute accuracy as to preclude the possibility of the addition of a single mark. I have often heard examiners of great ability and experience state that they never think of 'ploughing' a man for failure by one mark, but add the extra mark without further ado. This may be going too far, but it is far more reasonable, in my opinion, than the practice that we have adopted, which often deprives a really brilliant student of a degree or sends him back to read for another year for an almost inappreciable defect.

Owing to the practice of the University only to publish Pass Lists in the Gazette, where they appear six weeks or more after they have been made known, we who live away from Lahore have no means of comparing our results with those of other Colleges. The lists ought, I think, to be printed and sent to all Colleges which have sent up students for examinations. I have no means at present of judging whether the number of passes in the Intermediate compares well or badly with those of other Colleges.

Physical training.

6. I found the dislike of the students to practise gymnastics in the Queen's Garden to be invincible, and have yielded to their wish to have a Gymnasium in the College grounds. The number of those who avail themselves of it is, I am sorry to say, very small. Mr. Wright's return has given a fresh impulse to cricket, and there has been marked improvement in the play, especially among the students who belong to the general rank and file of cricketers. Professor Mukarjí has been very active and zealous in promoting the game.

Boarding House.

7. The number of boarders in residence has been very small—only seven. Rewárí, our chief source of supply, sends nearly all its boys to the N.-W. P. Colleges, where the fees are much more moderate, and there is in most the additional attraction of Law Classes, which seem in those parts to be open for all and everybody. The conduct of the few inmates of the hostel was uniformly good.

Conduct of students.

8. I have nothing to report on this head, as there have been no cases of discipline of any serious character, and the behaviour of students has been excellent.

Moral instruction.

9. We had visits from Bishops Bickersteth and Barry, both of whom gave able and effective lectures to the students. A few other passing tourists have been waylaid and indented on for lectures, sometimes with excellent results. The ordinary lectures and discussions have been continued as heretofore.

Library and Club.

10. The number of books taken out during the year was 520. The Star of Delhi Club has been very largely used, and a considerable number of students meet there every evening, more now than for some time past. If the Professors could find time to frequent it more, the benefit which such a Club affords would be still further enhanced.

General Remarks.

11. Owing to the dilatoriness of the contractor the final settlement of the Building Account has not yet been made. I believe, however, that, leaving out of account the amount of the debt which Cambridge has undertaken to pay off, there will not remain more than Rs. 1,000, or at most Rs. 1,500, to be met when all due to the contractor has been paid up. The uncertainty prevents me from appealing for more help, which I have little doubt will be forthcoming when asked for.

APPENDIX B.—REPORT ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI. ix

Report on the St. Stephen's Mission College, Delhi.

The donors of prizes and medals mentioned in my last report have continued their gifts, but no others have been so far stimulated by their example to come forward for a like purpose. The general apathy which I have so often referred to remains just as it was.

The Prize Day took place on January the 28th, when Bishop Bickersteth (of Japan, once head of the Cambridge Mission) presided. The European residents contributed most generously to the Prize Fund.

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1892-93.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1893, as compared with those of the corresponding date last year :—

		1892-93	1891-92.	Increase.	Decrease.
Intermediate Class ...	First year...	57	45	12	...
	Second year	47	48	...	1
B. A. Class	Third year...	41	31	10	...
	Fourth year	39	29	10	...
Total ...		184	153	31	...

Expenditure.

2. The following table gives the details of expenditure for the past year, as compared with that of 1891-92 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,600	3,600	...	...
Fees	10,218	7,853	2,365	...
Subscriptions	10,290	10,759	...	469
Total ...	24,108	22,212	1,896	...

Scholarships.

3. The following table shows the number of Scholarship-holders, and the sources from which their scholarships were defrayed :—

		1892-93.	1891-92.	Increase.	Decrease.
Provincial Revenues		4,648	4,466	182	...
District Funds		206	...	206	...
Municipal Funds		874	851	23	...
University Funds		1,024	688	336	...
Total ...		6,752	6,005	747	...
Number of holders of	Government and University—Open Scholarships ...	23	24	...	1
	Jubilee Scholarships ...	10	9	1	...
	Other Scholarships	17	15	2	...
Total ...		50	48	2	...

Results of Examinations.

4. The following table shows the results of the examinations held in 1893, as compared with the results of the preceding year :—

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate ...	Candidates	45	44	1	...
	Passes	34	37	...	3
B. A.	Candidates	39	26	13	...
	Passes	21	13	8	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. and Intermediate Examinations.	Candidates ...	...	1892-93 ...	45	8	5	31	45	24	...	...	17
			1891-92 ...	44	5	9	30	44	32	...	...	12
			Increase ...	1	3	...	1	1	...	...	...	5
			Decrease ...	...	...	4	...	...	8	...	...	...
	Passes ...	...	1892-93 ...	43	7	4	25	37	23	...	...	17
			1891-92 ...	42	4	8	28	41	28	...	...	12
			Increase ...	1	3	...	...	...	...	...	...	5
			Decrease ...	...	...	4	3	4	5	...	...	...
B. A. Examination.	Candidates ...	...	1892-93 ...	39	3	6	23	15	16	8	1	1
			1891-92 ...	26	3	4	13	8	7	8	2	...
			Increase ...	13	...	2	10	7	9	...	...	1
			Decrease ...	...	...	...	...	...	...	...	1	...
	Passes ...	...	1892-93 ...	27	3	3	22	8	15	8	...	1
			1891-92 ...	15	3	1	12	6	6	8	2	...
			Increase ...	12	...	2	10	2	9	...	...	1
			Decrease ...	...	...	...	...	...	...	...	2	...

Attendance.

5. The number of students in attendance has been considerably greater than the last or any previous year. That this growth in numbers has been steady from year to year we regard as satisfactory. In the annual statements of the College since its re-opening the numbers reported in successive years have been as follow:—15, 109, 130, 134, and 153. We have now to report 184 students as enrolled on 31st March. This increase is distributed pretty equally amongst the First, Third, and Fourth Year Classes.

Changes in Staff.

6. There has been an important change in our Teaching Staff. The Rev. H. C. Velte, M. A., who has been connected with the College since 1886 as Professor of English, and to whom much of whatever success we have had is due, left India in February on furlough. His place in the English Department has been taken by Dr. Orbison, and that of Dr. Orbison in the Department of Mental and Moral Science by the Rev. J. M. McComb, M.A. This is the only change in our Teaching Staff we have had to record during a period of five years, except the addition two years ago of an Assistant Professor in the Department of Mathematics.

Examinations.

7. In the University Examinations our students have done well. Of the 21 successful men, one stood first in the University in the B. A. Examination, and alone in the First Division; 13 passed in the Second and 7 in the Third Division. In the Intermediate Examination there were 34 passes out of 45 candidates, one being placed in the First, 21 in the Second, and 12 in the Third Division. In the B. A. two of our men won scholarships, and in the Intermediate six. For four successive years the Aitchison-Rám Rattan Sanskrit Scholarship was won by students from this College; but this year no one of our men was able to gain it.

Physical exercise.

8. Our students take a certain degree of interest in athletic sports. Football has this year been the most popular game; but both Cricket and Tennis Clubs exist, and these games furnish needful physical exercise to many. Some students only take exercise of any kind when compelled to do so; with such we have tried to deal, but with no very marked success.

Boarding Houses.

9. During the year the average number in the several Boarding Houses has been 96. These students, in addition to the general oversight of the Principal, have had the advantage of the regular supervision and control of Dr. Orbison.

Department.

10. The conduct of our students has been, upon the whole, praiseworthy. It has been both interesting and satisfactory to witness the growth in manliness and other desirable qualities in some of the students. No cases calling for the exercise of severe discipline have occurred.

Religious and moral teaching.

11. Frequent lectures upon religious and moral subjects have been delivered by the Professors and by other gentlemen who have kindly come to our help. One period of each day's work is given to the direct teaching of the Bible and such truth as is drawn from it. Very decided interest on the part of the students has characterized much of this phase of our work.

Report on the Mission College, Lahore.

Literary Societies.

12. The Literary Societies have continued to furnish what we regard as a distinct want, *viz.*, a field for the practice of English reading and speaking. A number of contests have been held with the manifest effect of inciting many to greater effort in the cultivation of the art of public speech.

Library.

13. Our Library has received an addition of about one hundred volumes, while more of the men have availed themselves of the privilege of borrowing books for perusal than in any previous year.

We are in great need of increased accommodation for classes. This need is occasioned by the greater numbers in attendance. It is our hope that within a year we may see our way clear to build two additional class-rooms.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

Besides the Colleges for instruction for Degree Examinations, there were, at the close of the year under report, three minor Arts Colleges preparing candidates for the Intermediate Examination, instead of two reported last year, the additional institution being the Islámiya College, Lahore, started in May, 1892. The other two Colleges are the same as last year, *viz.*, the Daya Nand Anglo-Vedic College at Lahore and the Municipal Board College at Amritsar.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class	First year ...	98	54	44	...
	Second year ...	56	58	...	...
	Total	154	112	42	....

The above table gives the number and distribution of scholars in these institutions as compared with the previous year. The number in the Daya Nand Anglo-Vedic College have risen during the year from 89 to 116, and those in the Municipal Board College, Amritsar, from 23 to 30, showing an increase of 27 scholars in the former and of 7 in the latter. The Islámiya College has a First Year's Class of 8 scholars.

(*b*).—EXPENDITURE.

The following table shows the expenditure on Establishments and Contingencies. The falling-off of Rs. 734 noticeable in the expenditure from Municipal Funds has been solely in the Municipal Board College at Amritsar, and may be thus explained:—The total expenditure on the College during the year has decreased by Rs. 363-6-7, and the income from Fees risen by Rs. 370-12-0. The expenditure from Fees shows an increase of Rs. 142 only; but the actual increase from this source of income amounts to Rs. 924-14-6, which is made up thus:—Daya Nand Anglo-Vedic College, Rs. 378-2-6; Municipal Board College, Amritsar, Rs. 370-12-0; and the Islámiya College, Rs. 176. The expenditure from Subscriptions shows a decrease of Rs. 632, while that from Endowments and other sources exhibits an increase of Rs. 3,009.

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	3,175	3,909	...	734
Fees	3,392	3,250	142	...
Subscriptions	591	1,223	...	632
Endowments and others sources	3,445	436	3,009	...
Total ...	10,603	8,818	1,785	...

(*c*.)—FEES.

In the Amritsar College the fees are still levied at the rates sanctioned for Grant-in-aid Colleges. The rates prevailing in the other two Colleges are not stated in the reports of the Principals. The total fee receipts during the year amounted to Rs. 4,307-1-6, showing an increase of Rs. 924-14-6, as detailed above.

(*d*).—SCHOLARSHIPS.

The following table shows the number of scholarships of each kind held in these Colleges, and the funds from which they were paid; during the past two years. Of the 16 scholarships current at the close of the

Appendix D.

Report on the Lahore Circle.

year under report, 2 Government and University Scholarships, 1 Zamíndárí Scholarship, and 4 other scholarships, were held in the Municipal Board College, Amritsar, against 3, 1, and 3 scholarships respectively held in the previous year. The single Jubilee Scholarship, which was held in the same College in the previous year, is no longer current. There were 5 scholarships current in the Daya Nand Anglo-Vedic College, against 4 in the previous year. Of these 5 scholarships 3 have been founded by the Municipalities of Lahore and Ludhiána, and 2 are Patiála-Prince Albert Victor Scholarships. Scholarships payable from Public Funds are not yet tenable in the Islámiya College, Lahore; but it has 4 scholarships of the aggregate value of Rs. 10 per mensem, which are paid from private sources to deserving students.

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	402	531	...	129
	District Funds	...	30	...	30
	Municipal Funds	565	309	256	...
	University Funds	220	...	220	...
	Other sources	50	24	26	...
	Total ...	1,237	894	343	...
Number of holders of	Government and University Open Scholarships	2	3	...	1
	Jubilee Scholarships	...	1	...	1
	Zamíndárí Scholarships	1	1	...	...
	Other Scholarships	13	7	6	...
	Total ...	16	12	4	...

(e.) RESULTS OF EXAMINATIONS.

The following statement compares the results of the examinations for the past two years. The Amritsar College passed 12 out of 13 candidates, and Daya Nand Anglo-Vedic College 27 out of 40, against 6 out of 10 and 39 out of 48 candidates, respectively, in the previous year. The result is especially favourable to the Municipal Board College, Amritsar, inasmuch as one of its students headed the list for the whole Province. The Islámiya College having been opened only in May, 1892, sent up no candidates for the examination.

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	53	58	...	5
	Passes ...	39	45	...	6

The following statement shows the results of the examinations in each subject, which is very satisfactory in all cases. The Daya Nand Anglo-Vedic College, however, passed 30 out of 40 candidates in English, and only 3 out of 5 in Sanskrit, while the Municipal Board College, Amritsar, sent up no candidates in Science or Sanskrit.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. or Intermediate Examination.	Candidates...	1892-93	53	...	5	48	53	..	31	9	...	13
		1891-92	58	...	11	47	58	...	45	4	...	9
		Increase	...	...	...	1	...	...	...	5	...	4
		Decrease	5	...	6	...	5	...	14	...	...	...
	Passes...	1892-93	42	...	3	42	51	...	30	9	...	13
		1891-92	54	...	9	39	54	...	42	4	...	9
		Increase	...	...	...	3	...	...	...	5	...	4
		Decrease	12	...	6	...	3	...	12	...	...	...

(*f*).—PHYSICAL TRAINING, GAMES, &c.

As far as Physical Training in the Daya Nand Anglo-Vedic College is concerned, the College Committee has not yet been able to make any arrangements. With regard to the Amritsar Municipal Board College, the following extracts from the report of the Principal will show that there has been some improvement in the matter:—"This year the students have been playing with the school boys in the higher classes, and have been able to make a team of their own and play against teams in the school. They play Lawn Tennis almost every evening, and some have proved themselves very efficient. Foot-ball, too, has been taken up by some, so that they have a variety of exercises, and seem to enjoy themselves thoroughly at it."

The Islámiya College has provided gymnastic apparatus and cricket gear for the use of its students.

(*g*).—BOARDING HOUSES.

Out of some 60 boarders whose names were borne on the roll of the Daya Nand Anglo-Vedic College Boarding House only 34 were residing on the 31st March, 1893, the rest having left in consequence of the approaching University Examinations. The opportunity for physical exercise has been provided by putting up parallel bars, a horizontal bar, &c., on the premises. Something is also being done by the students in the way of gardening. There being not many students to live in the Boarding House attached to the School at Amritsar, room was found in it for the College students as well. Their number at the close of the year was 5, namely, 3 of the First and 2 of the Second year. A Boarding House is attached to the Islámiya College also, and 4 students find accommodation in it. Every necessary arrangement for their comfort is said to have been made, and their wants to be duly looked to.

(*h*).—CONDUCT OF STUDENTS, MORAL INSTRUCTION, &c.

The conduct of students of the Municipal Board and Islámiya Colleges is reported to have been good, though the attendance at the former institution was, it is said, not so good as last year. The conduct of the students of the Daya Nand Anglo-Vedic College is believed to have been good also, though the report of the Principal is silent on the subject. No mention is made of any moral instruction having been imparted, but religious teaching is carried on in both the Unaided Colleges; and the existence of a Debating Club in connection with the Islámiya College, at which the students meet weekly and discuss subjects of various kinds, is reported.

(*i*).—GENERAL PROGRESS DURING THE YEAR.

There appears to have been general progress during the year, though the Principal of the Amritsar College thinks that a little more careful study on the part of the students in preparing themselves is required.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS.

The only College in this Circle during the past twelve months was that at Siálkot, belonging to the Scotch Mission. It had only one class, the first. The scholars, as shown in the accompanying statement, were 11 in number, of whom 8 were Hindús, 2 Muhammadans, and 1 Sikh. This class has now become the second, with a new first class containing at present only two students; but more are expected to join shortly.

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class ...	First year ...	11	...	11	...
	Second year ...	...	6	...	6
	Total ...	11	6	5	...

(*b*).—EXPENDITURE.

The expenditure was Rs. 6,600, of which Rs. 6,000 was for tuition, and Rs. 600 for scientific apparatus. The College receives no aid from the Provincial Revenues.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	200	350	...	150
Municipal Funds	300	300	...	...
Fees	358	284	74	...
Endowments and other sources	5,142	5,726	...	584
Total ...	6,000	6,660	...	660

(*c*).—FEES.

The fees amounted to Rs. 358, against Rs. 284 in the previous year. The rates are three-fourths of those prescribed for Government and Board Colleges.

(*d*).—SCHOLARSHIPS.

Two of the students held Jubilee Scholarships of the value of Rs. 8 a month each; and one a Zamíndárí Scholarship, which, up to the month of October, 1892, continued in connection with this College, and was at that date transferred to the Lahore Government College.

STATEMENT OF SCHOLARSHIPS.

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.—Provincial Revenues		204	200	4	...
	Total ...	204	200	4	...
Number of Holders of	Government and University Open Scholarships	...	1	...	1
	Jubilee Scholarships	2	1	1	...
	Total ...	2	2	...	...

(*e*).—RESULTS OF EXAMINATIONS.

There being no Second Year Class in this College during the year under report, no candidates appeared from it at the Intermediate Examination held in March, 1893.

(*f*).—PHYSICAL TRAINING, GAMES, &c.

Physical Training has been receiving attention. Mr. Youngson, the Principal, says that there has been for some time regular instruction given to the students in this branch of their education. During his absence on furlough, however, his successor discontinued cricket and other games, as he thought they interfered with the literary progress of the students. But since Mr. Youngson's return the games have been resumed.

(*g*).—BOARDING HOUSE.

The Boarding House for the College is the same as that for the attached School Department. It seems to have been taken full advantage of during the past year; but at present only three College students live in it.

(*h*).—CONDUCT OF THE STUDENTS, MORAL INSTRUCTION, &c.

With regard to the conduct of the students it is gratifying that Mr. Youngson is able to write thus:—"The conduct of the students has been all that could be desired. A good moral tone prevails throughout the institution."

(*i*).—GENERAL PROGRESS DURING THE YEAR.

The general progress of the students appears to have been satisfactory. They are said to be hard-working, and to have an intelligent grasp of the subjects taught, and what is more, the Principal thinks that "there is a good prospect of the young men's making a gratifying use of the power and opportunities which education will confer upon them."

(*j*).—OTHER MATTERS OF INTEREST.

Among other matters of interest, it may be mentioned that there is a Debating Club maintained in connection with this College, which has continued throughout the year, and that the Library, to which additions have been recently made, is becoming more and more appreciated. It also deserves to be mentioned as an evidence of the growing desire for higher education in this Circle that a College Class has been opened in connection with the Rawalpindi Mission High School, so that next year's report will contain mention of two Colleges instead of one.

Appendix F.

Report on the Oriental College, Lahore.

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1892-93.

The actual expenditure on the Oriental College during the year 1892-93 has been as follows:—

	College.	*School.*	*Total.*
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Establishment and Contingencies ...	22,444 3 7	4,676 0 5	27,120 4 0
Scholarships, &c.	5,187 11 10	470 13 3	5,658 9 1
Total ...	27,631 15 5	5,146 13 8	32,778 13 1

being an increase of Rs. 606-0-10 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs. a. p.
In the College Department	475 10 0
In the School Department	16 15 0
Total ...	492 9 0
Miscellaneous Receipts.	
Savings from stipends, &c.	30 3 11
GRAND TOTAL ...	522 12 11

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1893.

COLLEGE DEPARTMENT.

Reading for Degrees—	
For the M. A. Degree in Sanskrit	2
Do. M. O. L. Degree in Arabic	2
Do. B. O. L. Degree in Urdú	8
Total ...	12
Reading for the Intermediate Examination—	
For the Intermediate Examination in Urdú	4
Total ...	4
Reading for the Oriental Titles Examinations—	
For the Shástrí or Honors in Sanskrit	4
Do. Vishárada or High Proficiency in Sanskrit ...	9
Do. Maulaví Fázil or Honors in Arabic...	14
Do. Maulaví 'Alim or High Proficiency in Arabic ...	9
Do. Munshí Fázil or Honors in Persian	6
Do. Munshí 'Alim or High Proficiency in Persian ...	7
Do. High Proficiency and Honors in Gurmukhí ...	7
Total ...	56
The total number of students in the College Department ...	72

SCHOOL DEPARTMENT.

Reading for the Entrance Examination—	
For the Entrance Examination in Urdú	11
Total ...	11
Reading for the Oriental Titles Examinations—	
For Proficiency in Sanskrit	20
Ditto Arabic	7
Ditto Persian	7
Ditto Gurmukhí	5
Total ...	39
The total number of students in the School Department ...	50

The number of students divided according to race or creed, reading for each course on 31st March, 1893, was as follows :—

Courses.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees, M. A. Course	...	2	...	...	2
,, ,, ,, M. O. L. Course... ...	...	...	1	1	2
,, ,, ,, B. O. L. ,, ...	...	3	2	3	8
,, ,, the Intermediate Examination ...	...	1	2	1	4
,, ,, Honors in Sanskrit	...	4	...	...	4
,, ,, High Proficiency in Sanskrit ...	...	9	...	...	9
,, ,, Honors in Arabic	...	...	14	...	14
,, ,, High Groficiency in Arabic ...	...	...	9	...	9
,, ,, Honors in Persian	...	1	5	...	6
,, ,, High Proficiency in Persian ...	...	...	7	...	7
,, ,, Honors in Gurmukhí	...	...	...	5	5
,, ,, High Proficiency in Gurmukhí ...	...	1	...	1	2
Total College Department	...	21	40	11	72
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty	...	3	7	1	11
,, ,, Prajna or Proficiency in Sanskrit	...	20	...	...	20
,, ,, Maulaví ,, in Arabic ...	...	...	7	...	7
,, ,, Munshí ,, in Persian ...	...	...	7	...	7
,, ,, Buddhimán ,, in Gurmukhí	...	1	...	4	5
Total School Department ...	...	24	21	5	50

The number of scholarship-holders and stipendiaries on 31st March, 1893, and the average expenditure per student, were as follow :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders ...	7	11·3
University ditto ...	19	8·3
Endowed or Special* ditto ...	10	10·9
Stipendiaries	25	3·4
Getting no scholarship or stipend ...	13	...
Total ...	74†	
School Department.		
University scholarship-holders ...	3	4·8
Endowed or Special ditto	2	1·9
Stipendiaries	11	1·8
Getting no scholarship or stipend ...	34	...
Total ...	50	

* Includes the Baháwalpur Arabic Scholar and Dr. Rattigan Sanskrit Scholar who did not belong to any of the College Classes.

† *See* note above.

Appendix F.

Report on the Oriental College, Lahore.

The following table shows the number of students of each class who went up for the University Examinations in 1893, and of those who passed :—

Classes.		Number on the Roll on 31st March, 1893.	Went up for Examinations.	Number passed.	Percentage of passed students.	Remarks.
1		2	3	4	5	6
Arts ...	Entrance, 2nd year { Hindi ...	...	...	...	...	
	Entrance, 2nd year { Urdu ..	2	2	1	50	
	Intermediate, 2nd year ...	2	2	2	100	
	B. O. L., 2nd year	3	3	2	66	
	M. O. L., 2nd year	1	1	1	100	
	M. A., 2nd year	1	1	...	...	
Sanskrit	Proficiency, 2nd year	11	11	4	36	
	High Proficiency, 2nd year ...	5	5	1	20	
	Honors, 2nd year	1	1	1	100	
Arabic ...	Proficiency, 2nd year	5	5	5	100	
	High Proficiency, 2nd year ...	5	5	4	80	
	Honors, 2nd year	7	6	4	66	
Persian	Proficiency, 2nd year	2	2	1	50	
	High Proficiency, 2nd year ...	2	2	1	50	
	Honors, 2nd year	2	2	2	100	
Gurmukhi	Proficiency, 2nd year	2	2	2	100	
	High Proficiency	1	1	1	100	
	Honors in Gurmukhi	2	...	...	...	
English ...	Special Examination for Oriental Titles candidates.	10	8	7	87	
	Total ...	64	59	39	66·1%	

The following table shows the number of students on the Rolls on 31st March, 1893, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	2	...	6	5	13	
Arabic	...	3	3	3	9	
Persian	18	23	26	24	91	
Arabic and Persian	...	1	...	...	1	
Grand Total ...	20	27	35	32	114	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College Teachers, who took up Sanskrit, Arabic, or Persian at the B.A. and the Intermediate (Arts) Examinations, 1893, and of those who passed *in these languages* :—

Classes.		Number on the Roll on 31st March, 1893.	Went up for the Examinations.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1		2	3	4	5	6
Sanskrit ...	B. A.*	2	2	2	100	
	Intermediate	6	6	3	50	
Arabic ...	B. A.	...	...	...	...	
	Intermediate	3	3	2	66	
Persian ...	B. A.	18	18	17	94	
	Intermediate †	26	26	24	92	
	Total ...	55	55	48	87·2%	

* The Aitchison-Ram Rattan Sanskrit Scholarship was gained by a student taught in the Oriental College who stood highest at the B. A. Examination in Sanskrit.

† A student taught in the Oriental College stood highest in Persian at the Intermediate (Arts) Examination.

Instruction in English.

The number of students receiving instruction in English was, on the 31st of March, 1883, as follows:—

	No. of students.
High School Class ...	4
Higher Middle Class	10
Lower Middle Class...	14
III Primary Class ...	9
II Primary Class ...	16
I Primary Class ...	37
Total ...	90

Five students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these 3 were blind.

On the other hand, 8 *casual students* attended the Classes formed for instruction in English besides the students shown above. Three among these had previously received English tuition in the Oriental College, but had left the institution on passing the highest Oriental Title Examination of their department.

Eight students who had attended the Higher Middle Class during 1892-93 appeared in April, 1893, at the Special Examination in the English Language, instituted under the Revised Regulations of 1892 for Oriental Language Examination candidates desirous of obtaining Diplomas of Oriental Titles. *All but one* of these candidates passed successfully the prescribed test, and thus became entitled to the Diplomas corresponding to the Oriental Language Examinations which they had passed either in previous years or in 1893.

Two more students of the Higher Middle Class had appeared as private candidates at the Anglo-Vernacular Middle School Examination of 1893, having prepared themselves privately in subjects other than English. Both these students succeeded in passing the Middle School Examination, and were, therefore, promoted to the High School Class without having been required to present themselves for the Special Examination in English.

Remarks of the Oriental College Committee on the Statistical Report for 1892-93.

I.—The receipts of the Oriental College Budget for the year 1892-93 amounted to Rs. 22,322. Against this there is an expenditure of Rs. 21,189 in the year under report, so that there has been a saving of Rs. 1,133 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 1,133) must be added receipts on account of fees (Rs. 493), making a total saving of Rs. 1,626.

II.—The total expenditure against the Oriental College Budget was Rs. 21,189, against Rs. 20,938 in the previous year. Towards this expenditure Rs. 3,200 were contributed by the Special Government Grant which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,634 (including Rs. 2,234 on account of Assistant Professor transferred from the Government College and Substitutes, and Rs. 4,982 on account of Endowed Readers), and Rs. 956 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the Roll on the 31st March, 1893, was 72 in the College and 50 in the School Department. The number of students in the College Department was the same as that shown for the corresponding date of the previous year, while the figure for the School Department shows a slight decrease against that for the 31st March, 1892, which was 56.

Appendix F.

Report on the Oriental College, Lahore.

IV.—The scholars on the Rolls on the 31st March, 1893, were divided according to creed as follows:—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	21	40	11	72
School do. ...	24	21	5	50
Total ...	45	61	16	122

V.—The following was the number of scholarship-holders (Government and University) and stipendiaries on the 31st March, 1893:—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department ...	34	25	13	72
School do. ...	5	11	34	50
Total ...	39	36	47	122

The number of stipendiaries remained the same as on the close of the previous school year (36), while the number of scholarship-holders was reduced by one.

VI.—In addition to students actually belonging to the Oriental College, 114 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College, seven teachers (among them the Principal) being either permanently or for part of their time engaged in the tuition of these classes.

VII.—The Scheme of Studies contains detailed information regarding the courses of lectures given to the several classes of the College and School Departments. These courses of instruction were based upon the courses of reading prescribed for the various Oriental Language and Degree Examinations of the Punjab University, and their arrangement shows that the tuition of the Arts and Oriental Titles Classes, both in the College and School, has been carried on in strict conformity with the principles laid down by the Sub-Committee appointed for the re-organization of the College.

The report further contains a detailed account of the tuition in English, which had been organized under the recommendations of the same Sub-Committee for students reading in Oriental Titles Classes. The progress made in this branch of instruction was tested by the Special Examination in the English Language newly instituted under the Revised Regulations of 1892, with the result that seven out of the eight students who had received the requisite amount of tuition, and were thus prepared to present themselves at the Examination, passed successfully and qualified for Diplomas of Oriental Titles. It is hoped that these students will find opportunities as Teachers of Schools or Colleges to utilize their training in giving instruction in Classical Languages through the medium of English and in accordance with modern methods.

VIII.—It will be noticed from the statement given on page xx of the Report that candidates from the Oriental College appeared in not less than 17 different Examinations of the University for 1893. The results gained by the Oriental College in these various examinations show the satisfactory average of 66·1 per cent. of passes from among the candidates sent up. From a comparison of these results with the general pass percentages of candidates in the several Oriental Faculty Examinations it will be found that the pass percentages gained by the Oriental College were in 11 examinations considerably higher than those shown for the total of the candidates, and in two other examinations equal to the latter. In not less than seven examinations, *viz.*, M. O. L. (Arabic), Intermediate (O. F.), Shástri, Maulaví, Munshí Fázil, Buddhimán, Vidván, the results show for the Oriental College fully 100 per cent. of passes.

The results of the year have also been favorable with regard to the success gained by individual students of the Oriental College in these examinations. The only successful candidate in the M. O. L. Examination (in Arabic) came from the Oriental College, and in not less than nine examinations students from the Oriental College took the first place on the list of passed candidates. Both in the B. O. L. and Intermediate Examinations of the Oriental Faculty the two highest places in order of merit were gained by students of the Oriental College, all being placed in the Second Division.

The following list shows the Examinations in which Oriental College students stood first in order of merit :—

B. O. L. Examination.	
Intermediate	,,
Prajna	,,
Vishárada	,,
Maulaví	,,
Maulaví 'Alim	,,
Munshí 'Alim	,,
Vidván	,,
Buddhimán	,,

Ten Government and University Scholarships, one gold medal and one prize were gained by students of the Oriental College on the results of the above examinations.

With regard to the results of the tuition received in the Oriental College by students of the Government College, it deserves to be noted that, as shown on page xx of the Report, not less than 87·2 per cent. of all Government College students, who had appeared at the Intermediate and B. A. Examinations of 1893, passed with success in the Oriental Classical Languages in which they had received instruction in the Oriental College.

On results of the B. A. Examination in Sanskrit the Aitchison-Rám-Rattan Sanskrit Scholarship was awarded to one of these students of the Government College (Pandit Lakshman Dás) who stood highest in the subject, and who subsequently received the further distinction of being appointed by the Syndicate to the McLeod-Kashmír Sanskrit Readership. A student taught in the Oriental College stood also highest in Persian at the Intermediate Examination in Arts.

IX.—The system of House Examinations, as introduced in 1888, has been continued during the year under report, and the rules by which the award and tenure of stipends is made dependent on the results obtained in these House Examinations have been strictly adhered to.

X.—During the year under report the following changes in the Teaching Staff of the Oriental College have taken place.

On the death of Pandit Sukh Diyál, 2nd Pandit, College Department, which occurred at the beginning of the school year, and was already noticed by the Committee in its remarks on the previous Annual Report, the Committee recommended the promotion of Pandit Durgadatta, 1st Pandit, School Department, to the vacant post. This proposal received subsequently the sanction of the Senate of the University, the officiating arrangements which had been in force during the late Pandit Sukh Diyál's protracted illness being continued in the meantime.

The post of the 2nd Pandit, School Department, which had become vacant by the death of Pandit Máya Rám towards the close of the school year 1891-92, was first filled up by the appointment of Pandit Harí Krishna, Shástrí, formerly Teacher of the Randhír College, Kapurthala, who joined this post on the 1st May, 1893. Pandit Harí Krishna was subsequently promoted to the post of 1st Pandit, School Department, on Pandit Durgadatta's transfer to the College Department. In his place Pandit Ganga Vishnu, Shástrí, a former student of the College, who had been working since December, 1891, as Officiating Sanskrit Teacher to the satisfaction of the Principal, was appointed 2nd Pandit, School Department.

Pandit Bhagwán Dás, Assistant Professor of Sanskrit, whose services had been transferred in 1884 to the Oriental College from the Government College, died at the close of the summer vacation. The Committee, keeping in view the previously expressed intentions of the Syndicate and Senate, resolved not to fill up the post vacated by the Pandit's death, but to recommend the nomination under the Revised Rules of a duly qualified McLeod-Kashmír Reader as a Teacher of Sanskrit for the Government College Classes. This proposal received the approval of the Senate, and Pandit Lakshman Dás, who had received his Sanskrit training in the Oriental College, and had distinguished himself in the B. A. Examination of 1893 by standing first in Sanskrit, was accordingly nominated to the Readership after the close of the year under report.

Pending this nomination the work of the late Assistant Professor was carried on by Pandits Durgadatta and Harí Krishna, Pandit Syama Dás, Shástrí, a former student of the Oriental College, who had distinguished

Appendix F.

Report on the Oriental College, Lahore.

himself in the Shástrí Examination of 1891, helping in the tuition of the Oriental Titles Classes as a temporary Assistant Teacher of Sanskrit.

Pandit Ráma Krishna, B. O. L., 1st Teacher, Hindí School Department, died during the summer vacation after having served on the Staff of the College for over ten years. In view of the limited attendance of Hindí reading students it was decided to leave his post unfilled for the present.

Bháí Gurmukh Singh, who had passed with credit the High Proficiency Examination in Gurmukhí of 1890 from the Oriental College, was nominated in November, 1892, to the post of Gurmukhí Teacher, School Department, vacated by Bháí Chanda Singh's retirement.

Lála Chandar Bhán, M.A., Patiála Translator, was granted one and a half months' sick leave in the early part of the school year; his work as Mathematical Teacher of the College Classes was during this time entrusted to Maulaví Ghulám Mustafa, M.O.L., and the late Pandit Ráma Krishna, B.O.L., in addition to their other duties.

Maulaví Muhammad Sharíf succeeded in June, 1892, on the results of that year's Maulaví Fázil Examination, to the Baháwalpur Arabic Readership, and was, in accordance with the arrangement followed in previous years, employed as Teacher of Arabic and Persian in the School Department.

XI.—The Committee, in conclusion, desires to record its appreciation of the labours of the Teaching Staff of the Oriental College, to whose energetic supervision and careful tuition the successful results attained at the various Examinations are mainly due.

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1892-93.

Students.—The total number of students under instruction for the past year was 397, showing an increase over that of the previous year of 75. These figures speak for themselves.

The total of 397 is made up of 158 students attending the Assistant Surgeon Class and 239 the Hospital Assistant Class, contrasted with 144 and 178 in the same classes of the previous year. The increase in the Assistant Surgeon Class is due mainly to the number of free students from the North-Western Provinces rising from 13 to 29. On the other hand, there is a slight diminution in the corresponding class from the Punjab. There are no entries in the Free Female Class.

In the Medical School the increase is due mainly to the larger number of entries in the Military and Burmah Classes, 47 and 19, respectively. There is a slight falling-off of the number of Free Male students, and only 1 entry in the Free Female Class.

Result of Examinations.—At the University Examinations for the Junior Examination, 40 candidates, including 3 female students, appeared. Of these 12 passed, or 30 per cent., including one candidate for the M. B. Degree. In addition, 16 candidates passed in all subjects but one, and will be allowed to continue their studies in the higher school, taking up the subject they failed in at the next examination.

For the Final Examination, out of 25 candidates who appeared 15 passed, giving a percentage of 60. Of these 1 qualified for the Degree of M. B.

In the Hospital Assistant Class, out of 50 candidates 30 passed, or 60 per cent., and of these 1 was a female student.

Attainments of the Students.—The improvement in the standard of general education amongst the students entering the College, commented on in the last report, shows steady improvement, there being a larger proportion of students who have passed the Intermediate Examination in Arts than has been the case before. In addition, it is satisfactory to note that a much larger number of candidates have entered the School during the current year who had previously passed the Entrance Examination of the Punjab University.

EXPENDITURE OF ESTABLISHMENTS AND CONTINGENCIES.

College.—The increase of Rs. 11,189 under the head of Expenditure on Establishment and Contingencies, given in Statement No. 2, is due to the fact, that in the year 1891-92 the Principal and the Professor of Anatomy were absent for six months in the year on furlough, and the pay drawn by the officers acting for them was less by Rs. 7,023 than that drawn during the past year. The surplus balance during the past year is due to the addition to the Professional Staff of Dr. Murray, who was appointed to the chair of Pathology and Materia Medica.

The increase of Rs. 634, shown under the heading of Fees, is due to the larger number of students paying monthly and Dissecting Room fees.

The increase of Rs. 2,249 in the expenditure under the head of "Endowments and other sources" resulted from the necessity for a large purchase of furniture, stores, and appliances from the College Fund.

School.—The expenditure from Provincial Revenues shows an increase of Rs. 1,516 as compared with the figures for the previous year. This was largely due to the inclusion in the School Budget of the allowances of Rs. 100, Rs. 50, and Rs. 50 drawn respectively by the Lecturers on Diseases of Women to the female students, and the Senior and Junior Demonstrators to the Anatomy Class for the full period of 1892-93; whereas in 1891-92 these allowances were only drawn for a portion of the year.

The increase in expenditure of Rs. 139 under the head of "Endowments and other sources" was due to an increased expenditure from the "College Fund" on appliances and furniture. The total expenditure

Appendix G.

Report on the Medical College and School.

under all heads amounts to Rs. 98,825 for 1892-93 as compared with Rs. 83,111 for 1891-92, an increase of Rs. 15,714. This gives an average expenditure of Rs. 248 on each student, against Rs. 258 for 1891-92.

Scholarships and Stipends.—The number of scholarships awarded during the past year was one in excess of the previous one. The number of stipends was larger by 67, and this was due to the larger number of stipends awarded by the Government of India, Military Department, and the Madras and Burmah Governments. In the College 41·13 per cent. of the students held scholarships, while in the School the stipends amounted to 89·53 per cent.

General Remarks.—The most noticeable feature of this report is the remarkable and regularly progressive increase in the number of students both in the College and School, and I must emphasise, in the most marked manner possible, the remarks made by the Principal in last year's report on the inadequate numbers of the Teaching Staff, both of the College and School, in comparison with those of the other great Medical Schools of the country. As an instance bearing on this point, attention may be drawn to the fact that, with one exception, *viz.*, that of the Professor of Anatomy, each one of the College Staff has at least two subjects allotted to him.

The disproportion of teachers to students is still more marked in the School, there being 239 students, and only 5 teachers available, and this paucity of teachers makes itself most felt perhaps in the practical teaching of Surgery and Medicine in the wards of the Hospitals.

During the past year the new Dissecting Room has been completed, and affords ample accommodation for the students, as well as being a partial relief to the lecture accommodation in the College when the increasing size of the School is causing inconvenience. The discipline during the past year has been good.

No. 1.—NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1893.

	1892-93.	1891-92.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	30	28	2	...
Punjab Government female scholarship-holders	4	4	...	...
N.-W. Provinces Government scholarship-holders	12	12	...	...
N.-W. Provinces Government female scholarship-holders	...	1	...	1
District Fund scholarship-holders ...	4	5	...	1
Municipal Fund scholarship-holders ..	2	3	...	1
University and other scholarship-holders (including 6 females from Dufferin Fund)	13	11	2	...
Free female students	...	1	...	1
Punjab free students	64	66	...	2
N.-W. Provinces free students ...	29	13	16	...
Total ...	158	144	14	...
MEDICAL SCHOOL.				
Military Medical pupils	83	36	47	...
Civil Medical pupils	32	31	1	...
Burmah students	36	17	19	...
Hakim students	21	21	...	...
Government female students	4	4	...	...
Local students	35	34	1	...
Local female students	3	4	...	1
Free female students	1	2	...	1
Free students	24	29	...	5
Total	239	178	61	...

No. 2.—EXPENDITURE ON ESTABLISHMENTS AND ON CONTINGENCIES FOR 1892-93.

	1892-93.	1891-92.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	* 74,085	62,896	11,189	...
Fees	† 3,228	2,594	634	...
Endowments and other sources ...	‡ 4,362	2,613	2,249	...
MEDICAL SCHOOL.				
Provincial Revenues	14,940	13,424	1,516	...
Municipal Funds	28	27	1	...
District Funds	20	22	...	2
Subscriptions	36	48	...	12
Endowments and other sources ...	‖ 1,626	1,487	139	...
Total ...	98,825	83,111	15,714	...

Note by the Director of Public Instruction.

* Includes Rs. 4,642 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College :—

	Rs.
District Funds	2,069
Municipal Funds	2,573

Also includes Rs. 4,895 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

† Includes Rs. 166 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‡ This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‖ Includes Rs. 540 on account of expenses of the Oriental Medical Class attached to the Medical School, as below :—

	Rs.
From Provincial Revenues	238
„ District Funds	20
„ Municipal Funds	28
„ Subscriptions	36
„ Endowments	218
Total ...	540

Also includes Rs. 1,408 on account of extraordinary expenditure on chemicals, furniture and apparatus, which is an Indirect charge, and shown as such in General Tables.

No. 3.—STATEMENT OF SCHOLARSHIPS FOR 1892-93.

		1892-93.	1891-92.	Increase.	Decrease.
	MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues ...	7,897	7,743	154	...
	District Funds	532	384	148	...
	Municipal Funds	220	310	...	90
	University Funds	6	24	...	18
	Other sources	2,465	2,155	310	...
	MEDICAL SCHOOL.				
	Provincial Revenues ...	18,155	11,785	6,370	...
	District Funds	2,030	1,913	117	...
	Municipal Funds	502	458	44	...
	Other sources	2,250	2,439	...	189
	Total ...	34,057	27,211	6,846	...
	MEDICAL COLLEGE.				
No. of SCHOLARSHIP-HOLDERS.	Government Scholarships	46	45	1	...
	District Scholarships ...	4	5	...	1
	Municipal Scholarships ...	2	3	...	1
	University and other Scholarships	13	11	2	...
	MEDICAL SCHOOL.				
No. of STIPEND-HOLDERS.	Government Stipends ...	176	109	67	...
	District Stipends	17	16	1	...
	Municipal Stipends ...	4	5	...	1
	Other Stipends	17	17	...	...
	Total ...	279	211	68	...

Appendix G.

Report on the Medical College and School.

No. 4.—STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1892-93.

Name of Examination.	Number of examiners.	Number of passes.							Remarks.
		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.									
Junior Examination { Boys ...	37	...	...	9	1	2	...	12	
Junior Examination { Girls ...	3	...	...	...	...	...	...	...	
Final Examination ... { Boys ...	25	...	1	8	3	3	...	15	
Final Examination ... { Girls ...	...	...	...	...	...	...	...	...	
Medical School.									
Final Examination ... { Boys ...	48	...	...	15	5	9	...	29	
Final Examination ... { Girls ...	2	...	1	...	...	...	...	1	

APPENDIX H.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1892-93.

The staff was composed as follows:—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal;
Lála Munshí Lál, M.A., (P. U.), Assistant Superintendent;
„ Jíya Rám, M.A., (P. U.), First Master and Translator;
„ Súraj Naráin, Second Master and Translator;
„ Khushí Rám, B.A., Science Master;
M. Ahsán 'Alí Khán, Oriental Teacher.

The following changes took place during the year:—Lála Munshí Lál, M.A., obtained furlough from 25th May to 24th July, 1892, and Lála Jíya Rám, M.A., officiated for him. Lála Tára Chand, B.A., officiated as Second Assistant Master and Translator in the place of Lála Súraj Naráin, who officiated for the period as First Assistant Master and Translator. Lála Jíya Rám, M.A., obtained leave without allowances for one year, with effect from 1st February, 1893. Lála Súraj Naráin was appointed sub. *pro tem.* First Assistant Master, and Lála Hem Ráj, M.A., as Second Master, and the latter reported himself on 17th February, 1893. Lála Hem Ráj, M.A., was transferred as Head Master to the Normal School, Ráwalpindi, and Pandit Iqbál Kishan, M.A., the Head Master there, came to the College and began to work as Officiating Second Master on 30th March, 1893.

The following are the statistics in the prescribed form for the year under review:—

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE, 1893.

		1892-93.	1891-92.	Increase.	Decrease.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class ... Teachers	No. 2	No. 1	No. 1	No. ...
	Senior Anglo-Vernacular Class ... Others ...	10	15	...	5
	Senior Anglo-Vernacular Class ... Total ...	12	16	...	4
	Junior Anglo-Vernacular Class ... Teachers	5	7	...	2
	Junior Anglo-Vernacular Class ... Others ...	15	20	...	5
	Junior Anglo-Vernacular Class ... Total ...	20	27	...	7
	Senior Vernacular Class ... Teachers	9	8	1	...
	Senior Vernacular Class ... Others ...	22	28	...	6
	Senior Vernacular Class ... Total ...	31	36	...	5
	Total ... Teachers	16	16	...	...
	Total ... Others ...	47	63	...	16
	Grand Total ...	63	79	...	16
Expenditure.	On Establishments and Contingencies. From Provincial Revenues	Rs. 16,311	Rs. 15,412	Rs. 899	Rs. ...
	On Establishments and Contingencies. „ other sources ...	43	330	...	287
	On Establishments and Contingencies. Total ...	16,354	15,742	612	...
	On Stipends from Provincial Revenues ...	7,614	8,252	...	638
	Total ...	7,614	8,252	...	638
	Grand Total ...	23,968	23,994	...	26
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination ...	No. 10	No. 15	No. ...	No. 5
	Junior Anglo-Vernacular Certificate Examination ...	17	18	...	1
	Senior Vernacular Certificate Examination ...	24	22	2	...
	*Number of Government stipendiaries ...	58	60	...	2
	Ditto other stipendiaries ...	4	3	1	...
	Ditto non-stipendiaries ...	1	1	...	...

Appendix H.

Report on the Central Training College, Lahore.

The number of the students on the Rolls on March 31st, 1893, was 63, as against 79 in the previous year.

Number and distribution of students.

The decrease in the number is due to the fact that the number of stipends awarded in October last was less than in previous years owing to the change of session, and to the fact that we shall have, from May 1st to July 31st of the current year, double classes throughout the College. As last year, I made my selections by holding an Entrance Examination. As was the case last year, I had many more candidates for the Senior Anglo-Vernacular and the Junior Anglo-Vernacular Classes than I had stipends for.

My Senior Anglo-Vernacular Class is composed of 2 B. As., 9 F. As., (two of whom are Teachers sent in by Inspectors), and one man who read for two years in an Arts College—but failed in the F. A.—taken by me as specially recommended by Mr. Allnutt.

The Junior Anglo-Vernacular Class contains 5 Teachers and 15 others, as against 7 Teachers and 20 others last year.

I had in all some 135 applications for admission to the Anglo-Vernacular Classes, though some of the men who applied informally did not fill, sign, and return the forms of application sent to them.

The Vernacular Class contains 9 Teachers and 22 others. Of the Teachers 4 are paid by Inspectors from their allotment, 4 by Municipalities, and 1 is a free student.

The classes were all full and in working order a few days after the session commenced, the Senior Vernacular Class at an earlier date than had been possible in former years, as the Normal School results were last year published earlier than usual.

As generally happens, three or four men left the College after attending for a few days, but the stipends that then fell vacant were at once filled up. One of the Senior Anglo-Vernacular men fell sick in January, and one of the Senior Vernacular men in February, and I struck their names off the rolls when I had allowed them all the sick leave I could under the provisions of the Punjab Education Code.

Expenditure.

The total expenditure during the year under report was Rs. 23,968, as against Rs. 23,994 in the previous year, or a decrease of Rs. 26. The difference between the expenditure of the year under report and the year previous to that is a slight one. Actually there was an increase of Rs. 612 in the expenditure on Establishments and Contingencies; but this increase was counteracted by a decrease of Rs. 638 in the expenditure on the stipends.

Results of Examinations.

From the Senior Anglo-Vernacular Class 16 men appeared in the Certificate Examination and 10 passed,—4 of them in the First Division, as against 15 out of 17, and 6 in the First Division in the previous year. The falling-off in the passes has already been the subject of correspondence; and I need merely add here that the men got very nervous in English *vivâ voce* examination, and did not do themselves justice, particularly in Grammar and Analysis. As a proof of this, I may mention that one man, who was not given a single mark for Grammar and Analysis in the *vivâ voce* examination still before the same examiner, did so well in the practical examination that he received 83 marks out of 100 for a lesson he delivered on English Grammar, or more marks than any other candidate up for the Senior Certificate obtained for a lesson delivered in the presence of the examiner. I am strongly of opinion, as I have already said, that it is most desirable that we should have written papers in English Grammar and Analysis for both the Anglo-Vernacular Classes. Of the six men who failed, three failed in Science only, and one in English only, and they may consequently appear in these subjects alone this year, and, if they pass, obtain the Certificate.

For the Junior Anglo-Vernacular Certificate Examination I sent up 27 men, of whom 17 passed, 9 failed in School Management, and 1 in English. In the previous year 18 passed out of 25; 6 passed in 1892 in the First Division, as against 10 in the First Division in 1891. The failures and lower percentage of passes in the First Division are to be accounted for by the fact that, as the examiner said in a letter to you, his "questions involved a smaller knowledge of book-work than usual, and a greater proportion of independent thought on the part of the candidate." The papers set last year, I consider, were excellent, and the men should have done much better than they did, as my lectures and

those of my Assistants had thoroughly covered the ground. I always endeavour to teach principles, and not "the book;" but, so long as there is a text-book, Indian students will, despite all that may be urged by their Teachers, place their chief reliance on it, and stand or fall by their knowledge of it alone.

In the Senior Vernacular Certificate Examination 24 out of 34 men sent up from my College passed, as against 22 men out of 30 in 1891 and 15 out of 32 in 1890. The improvement here is very marked, especially as this year 14 of our men passed in the First Division.

Criticism Lessons.

I have nothing to remark under this head beyond what I have said in former years. Every effort is made to instil proper method, and the men, when they leave the College, know how they ought to teach. The whole of my men (those who passed and those who failed) of the Senior Anglo-Vernacular Class obtained an average of 67 per cent. for the lessons they delivered in front of the examiner.

The 27 men who appeared in the Junior Anglo-Vernacular Certificate Examination obtained an average 62·26 of full marks in the lessons they delivered. The examiner in School Management, Mr. Bell, M. A., said of my men: "The methods are generally clearly and correctly formulated, and if the practical skill of the candidates equals their knowledge of theory, they ought to prove good Teachers." And again: "Having been in charge of the Training College for several years, I am in a position to compare the candidates sent up by myself with those of the present year. My opinion is that the best men in my time were quite as good as the best men of this year, but that there was then a larger proportion of weak students than there now is. The average has decidedly improved." This is satisfactory; but, as I said last year, I find it hard to get the men to remember that the method taught and recommended is the one to be employed after they leave the Training College, and not merely as "subject" for the Certificate Examination. This difficulty, of course, decreases year by year, and will, no doubt, finally disappear, as the number of trained men in the Province increases, and they are able to hold their own against the strong conservation in favour of old manners of teaching that is at present so prevalent among old untrained Teachers. It is very hard for a young man to teach in a way that he knows to be right and sound unless he is warmly supported by those over him. Yet I fear that it is not always the case, and that the "what was good enough for my father is good enough for me" argument, which was until not so very many years ago advanced as unanswerable in England by people of various classes against various reforms, is still potent in India. This, coupled with the fact that the Indian student is often an adept in the art of forgetting, makes my work difficult; but it is satisfactory to have the assurance of Inspectors that the Teachers I send out are much superior to the ordinary run of those employed in the Province.

Physical Training.

This has not been all that I could wish. We were without a Gymnastic Master for a considerable period, as I could not find a suitable man. However, on December 1st, 1892, Sevají Ráo, a good Gymnast and Instructor, commenced his duties, and since then, the classes have made fair progress. In a few years when physical instruction and education has taken a hold in the schools of the Province, we may hope to show much better results in the College than we can do now, when the men come, not only without any knowledge of drill or gymnastics, but, in some cases, an absolute dislike for them. However, all are made to attend, and the roll is called for drill and gymnastics by the Teachers of those subjects, and absence without leave punished by me exactly as it would be were a man to absent himself from my lectures. It has been impossible up to the present for my students to get Senior Gymnastic Certificates under Articles 169 and 701 of the Punjab Education Code, as in the first place the College has not been equipped with the necessary apparatus; and in the second, the Course is more than can be taught in ten months if the men come up, as so many of them now do, with no knowledge of drill and gymnastics.

The Gymnasium for the use of students of the Government and Central Training Colleges is, however, now ready, and I hope very shortly to have made arrangements for our men to use it. In the new session just about to commence I am also going to allot certain hours for the teaching of the principles of physical training as laid down in the Departmental Text-book.

Appendix H.

Report on the Central Training College, Lahore.

This is still located in the premises formerly occupied by the Bank of Bengal, and is in many ways comfortable enough; but I am very glad to learn that the plans for new Boarding Houses have been sanctioned, and that work will very shortly be commenced. I trust that it may be found possible to give us a grant for properly laying out the grounds round the College and new Boarding Houses and making them attractive. I should much like to have, near the new Boarding House, or possibly in the central court, a garden plot, and to endeavour to foster a love of gardening among the students by supplying them with implements and seeds, and trying to get them to take an intelligent interest in the management and culture of flowers and vegetables. If the students took to gardening while at College, I am quite sure they would continue that fascinating and useful recreation in after life when they became School Masters, and we might see, in time, pretty gardens springing up round our school-houses as we so often do in England. If we could do this, we should have accomplished not a little towards the education of the observing faculty and of the taste of scholars who come within the sphere of influence of such gardens and garden-loving masters.

Boarding House.

Conduct of the students.

This has been excellent. I find the men perfectly amenable to discipline and endeavour by all means in my power to foster a good "tone" among them and a sound "College opinion." I believe the men are proud of their College, and of the good name its students bear, and I always find them courteous, obliging, and gentlemanlike in their behaviour towards me, the members of the staff, and among themselves. The discipline maintained is strict. The rules of the College are printed on the admission forms which candidates have to fill in and sign when they join, and these rules are read and explained to them at the outset, and they are told that the rules are to be kept, and not to be broken. The consequence is that absence from College without leave is an almost unknown offence, and the men, realizing that the rules will be strictly enforced, know exactly what they have to expect if they break them, and consequently obey them. The consequence of breaking a rule is not necessarily a fine, or what I may term a material punishment, for I try to show that a man's sense of duty is what should deter him from breaking them, and, above all, I put my foot down sternly on all frivolous excuses which are, in my opinion, the bane of Indian Schools and Colleges so far as discipline is concerned. I endeavour to show the students that reasonable requests will always be acceded to; but that if a rule is broken and an excuse put forward for such breaking which is so flimsy and transparent so as to be impertinence and insult to the understanding of the official to whom it is made, first the original fault will be punished, then the excuse as a still more serious transgression of discipline. I adopt as my motto *que s'encuses' accuse* and treat cases accordingly, and I am happy to say that I find my system answers admirably, and that my students behave in every way to my satisfication.

During the year I have been well supported by the various members of my staff, and I have received valuable assistance from Mr. Knowlton, the Head Master of the Central Model School, who has lectured to my Anglo-Vernacular Classes twice a week on particular method, and has also thoroughly supervised the work of the College students when working in the Central Model School.

The annexed statement of the work of the Translation Department will show that the Translators, who are also Teachers in the College, have done a considerable amount of valuable work.

TRANSLATION DEPARTMENT.

The staff consisted, as usual, of the First and Second Assistant Masters and Translators, part of whose time is given to teaching in the College, and part to translation work, compilation, revision, and reviewing of books.

The post of the First Assistant Master and Translator was held by Lála Jíya Rám from 1st April to 25th May, and again from 24th July, 1892, to 31st January, 1893, and by Lála Súraj Naráin from 25th May to 24th July, 1892, and again from 1st February, 1893, to 31st March, 1893. The post of the Second Assistant Master and Translator was held by Lála Súraj Naráin from 1st April to 25th May, 1892, and again from 25th July, 1892, to 31st January, 1893; by Lála Tára Chand from 25th May to 24th July, 1892; by Lála Hem Ráj from 17th February to 29th March, 1893; and by Pandit Iqbál Kishan from 30th to 31st March, 1893.

The work actually done by the staff amounts to—

1. Compilation of Urdú Courses for Central Training College and Normal Schools, and of the District Geographies of Bannú, Ferozepore, and Kohát;
2. Revision and correction of the Geographies of Simla, Bannú, Kángra, Punjab (Hindí), Asia (English), of Motí Qawá'id, Parts I and II, and of the Eighth Urdú Reader;
3. Translation of 12 Circulars and of portion of the Geography of Asia;
4. Reviewing of 75 books;
5. Selection of Poems from Ufaq for the Primary, Middle, and High School Courses;
6. Suggestion of improvements in the Fifth, Sixth, Seventh and Eighth Urdú Readers, and in the Urdú Courses for the 1st, 2nd, and 3rd Middle Classes;
7. Assistance in drawing up the Syllabus of Object Lessons for Primary Classes.

The work of each member of the staff is shown below:—

LALA SURAJ NARAIN.

1. Compiled poetry portion of the Training College and Normal School Courses, including four original poems (200 pages), District Geography of Bannú (about 60 pages);
2. Revised and corrected the manuscript Eighth Urdú Reader (200 pages), Motí-Qawá'id, Parts I and II (about 100 pages) and Geographies of Bannú and Simla (about 60 pages) each;
3. Translated 3 Circulars and portions of the Geography of Asia;
4. Reviewed 41 books;
5. Selected Poems from Ufaq for the Primary, Middle and High School Courses;
6. Suggested improvements in the Fifth, Sixth, Seventh and Eighth Urdú Readers, and in the Urdú Courses for the 2nd and 3rd Middle Classes;
7. Assisted in drawing up the Syllabus of Object Lessons for Primary Schools.

LALA JIYA RAM.

1. Compiled prose portion of the Training College and Normal School Courses (about 200 pages), District Geography of Ferozepore (about 60 pages);
2. Revised and corrected portion of the Eighth Urdú Reader, Geography of Kángra (about 60 pages), and Hindí Geography of the Punjab;
3. Translated 8 Circulars;
4. Reviewed 30 books;
5. Suggested improvements in the Urdú Courses for the 1st and 2nd Middle Classes;
6. Assisted in drawing up the Syllabus of Object Lessons for Primary Schools.

LALA TARA CHAND.

1. Compiled Geography of the Kohát District (about 60 pages);
2. Reviewed 3 books;
3. Translated one Circular.

LALA HEM RAJ.

1. Revised and corrected 83 pages of the Geographical Reader by Lakhmír Singh;
2. Reviewed one book.

Appendix I.
Report on the Veterinary College, Lahore.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1892-93.

New students.

The number of new students who entered the College this Summer Session was 49, *viz.*, 15 Military, 5 Sowárs from North-Western Provinces Police, 2 Wace Scholarship-holders, 8 District and Municipal Scholarship-holders, and 19 unpaid; for these 19 vacancies for unpaid men there were 217 candidates.

Imperial expenditure. Appendix A.

There is an increase of Rs. 1,781 over last year on account of increase in salary of the Principal.

Provincial expenditure.

There is a decrease of Rs. 217, under the head "Provincial Revenues, on Contingencies and Establishment," over last year, on account of certain bills of 1892-93 not being drawn until the lapse of the financial year. The increase under the head "Provincial Revenues on Stores from England" of Rs. 3,129 is on account of the fact that no stores were obtained in 1891-92.

Income.

The income of the College from the Practice and Forge is Rs. 4,108-6-3, showing a decrease of Rs. 247-7-3 from last year, which I can account for the fall in silver and depreciation of the rupee.

Stipends.

The stipends paid to students are shown in Appendix B, and are 23, compared to 30 last year.

Scholarships.

The scholarships in the College are: 2 Imperial Government ones of Rs. 8 and Rs. 6 per mensem; 5 from the John Lawrence Memorial Fund of Rs. 10 per mensem each; and 1 from the Wace Memorial Fund.

Results of the Final Examination.

The results of the Final Examination are shown in Appendix C, compared with last year. The total number of men who presented themselves was 56, of these one was a man who had formerly been a student at the College, but who had failed in 1886. This man was employed as an unqualified Veterinary Assistant in the Hoshiárpur District, and has done excellent work there. As a special case, he was allowed to present himself at this examination, *vide* letter, No. 108 of 25th January, 1893, from the Director of Land Records and Agriculture, Punjab.

One student of the Second Year Class was unable to present himself for examination through illness. This is the last year that Second Class Certificates will be granted, *vide* Punjab Government letter, No. 223, dated 23rd March, 1893. I propose that in future only those who qualify only to the old Second Class be allowed to remain one year more, and those who do not qualify to this leave the College.

Examination of Junior or First Year Class.

The examination of the Junior or First Year students for admission to the Second Year Class commenced on 1st May, 1893; the whole of them passed this examination.

Board of Examiners.

The Board of Examiners consisted of Veterinary Lieutenant-Colonel J. H. B. Hallen, Inspector-General, Civil Veterinary Department; Veterinary Lieutenant F. B. Drage, A.V.D., Superintendent, Civil Veterinary Department, North Punjab; and Veterinary Lieutenant R. L. Crawford, A.V.D., Superintendent, Civil Veterinary Department, South Punjab.

Increase of Course of Study.

I most certainly consider that the period of study should be lengthened to three years. This has been recommended annually; but as no notice seems to have yet been taken of this suggestion, I will not say much more about it.

I much regret the delay that has taken place in submitting this report; but, as I am entirely alone at the College, the authorities having failed to find an officer of the Civil Veterinary Department to fill the post of Professor, which has been vacant since March 28th, when Veterinary Lieutenant L. J. Blenkinsop returned to Military duty in England, the whole of both the correspondence and educational work has fallen into arrears, and will continue to do so as long as the place is run in the present short-handed manner.

Appendix A.

STATEMENT SHOWING EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1892-93.

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	16,006	14,225	1,781	...
Provincial Revenues on Contingencies and Establishment	13,836	14,053	...	217
Provincial on Stores from England	3,129	...	3,129	...
TOTAL ..	32,971	28,278	4,693	...

Appendix B.

STATEMENT OF SCHOLARSHIPS AND STIPENDS, 1882-93.

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	District Funds	1,932	2,472	...	540
	Municipal Funds	240	230	10	...
	Other sources, Government of India ...	168	168	...	...
	,, ,, Lord Lawrence Memorial Fund	600	600	...	...
	,, ,, Wace Memorial Fund ...	180	165	15	...
	,, ,, State and Foreign stipends ...	288	...	288	...
	TOTAL ...	3,408	3,635	...	227
NUMBER OF HOLDERS OF	Government Open Scholarships... ...	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarships	1	1	...	...
	Foreign and State Scholarships	4	...	4	...
	Stipends from District and Municipal Funds.	23	30	...	7
	TOTAL ...	35	38	...	3

Appendix C.

STATEMENT SHOWING THE RESULTS OF FINAL EXAMINATION FOR 1892-93.

		1892-93.	1891-92.	Increase.	Decrease.
Veterinary Assistants ...	Candidates ...	56	43	13	...
	Passes ...	49	31	18	...
	TOTAL ...	105	74	31	...

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH LAST YEAR AT THE CLOSE OF THE YEAR 1892-93.

	1892-93.	1891-92.	Increase.	Decrease.
First Year students	33	54	...	21
Second Year students, or Final Class... ...	56	43	13	...
TOTAL ...	89	97	...	8

Appendix J.

Report on the Mayo School of Art.

APPENDIX J.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1892-93.

Changes in the School Staff.

In October last I was enjoined by a Medical Board to spend, if possible, some time at sea. I obtained six months' special leave, and, after the expiration of four months, returned to work on 17th February, 1893. Mr. Andrews, who had officiated in my place, then reverted to his substantive appointment as Vice-Principal.

Mr. G. F. Pinto, after sixteen years' service in the School as Instructor in Modelling and Moulding, died of fever during the autumn vacation. Mr. Pinto was a good Modeller and Moulder, and an industrious and deserving man. His death was a serious loss to the School. His place was temporarily filled by John David, a former pupil of this class, who has been engaged in teaching in the Elementary Technical School at Amritsar.

Bhái Rám Singh, Assistant Master, returned to the Punjab, after successfully carrying out certain works for Her Majesty the Queen-Empress, in December, 1892, and, after completing some special orders for Her Majesty, rejoined his appointment with the beginning of the new official year.

Number of students.

The number of enrolled students on the 31st March, 1893, was 119, and the average daily attendance 96, against a record of 134 and a daily average of 114 in the previous year. This decrease of 15 on the books and of 18 in the average attendance is partly due to the fact that some 25 students left the School during the year, *vide* list enclosed herewith.

The distribution with regard to subjects was as follows:—

I Division.—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay, carpentry, (18 boys) reading, writing, and arithmetic;

II Division.—Twenty-three learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective, plane geometry, modelling, carpentry (13 boys);

III Division.—Twenty-four learn building drawing, ornamental drawing, light and shade, perspective, solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys);

IV Division.—All the men in this class (five) have gained employment and left the School during the year. The subjects taught in this Division were applied designs for building decoration, wood-working, modelling, surveying, levelling, estimating, mensuration.

Engineering Class.

Eighteen boys learn building drawing, surveying, levelling, estimating, construction, and elementary free-hand drawing.

Expenditure.

The following statement will show the amount expended during the year:—

ESTABLISHMENT AND CONTINGENCIES.

	Rs.
From the Provincial Fund, including the leave allowance drawn by me at Bombay and Lahore Treasuries ...	18,738
From the Punjab University for the Engineering Class from the sources:—	
Provincial Revenues	254
District Fund	22
Municipal Fund	29
Fees	25
Subscriptions	39
Endowments and other sources	231
	600
Total ...	19,338

Appendix J.

Report on the Mayo School of Art.

The following scholarships have been held during the year:—

		Rs.
From the Provincial Fund, 18 stipends ranging in value from Re. 1 to Rs. 9	... ...	980

From the District Fund, 6 stipends—

2	Amritsar	107
1	Jullundur	72
1	Sháhpur	84
1	Siálkot	117
1	Jhang	92
	Total ...	472

From the Municipal Fund, 13 stipends from Rs. 5 to Rs. 10 a month each—

11	Amritsar	1,080
1	Gujránwála	80
1	Tarn Táran	24
	Total ...	1,184

From Endowments and other sources—Gwalior State, 6	700
John Lawrence Scholarships	225
Total ...	925

The University of the Punjab has contributed towards the Engineering Class scholarships, 2 in number, from the sources below:—

	Rs.
Provincial Revenues	71
District Fund	6
Municipal Fund	8
Subscriptions	11
Endowments and other sources	65
Total ...	161

The total expenditure during the year from all sources has been Rs. 23,060, or Rs. 3,901 more than the previous year.

Success of students in obtaining employment.

A list is appended of students who have left the School, with the amount of the salary they are now receiving, so far as can be ascertained. The most notable items in this list are the first five names of men sent to introduce the teaching of drawing in Schools in the North-West Provinces and Oudh, at Allahábád, Faizábád, Lucknow, Bareilly, and Meerut.

Attainments of students on joining and their progress.

The class from which our most successful students are drawn is not greatly addicted to book learning, and, as was reported last year, we still find it necessary to impart some elementary instruction in order that they may be able to follow the courses of teaching in mensuration, geometry, &c., that are so useful. The general progress of the School has been satisfactory.

Outside Schools.

The Vice-Principal inspected the Industrial Schools of Amritsar and Delhi, and his reports were submitted to the Director in due course.

Punjab University Engineering Examination.

The Engineering Class grows in popularity. Three students went up for the First Examination in Civil Engineering and two passed successfully.

Work done outside the ordinary School Course.

Mr. J. C. Nesfield, Director of Public Instruction, North-West Provinces and Oudh, paid a visit of some days duration to Lahore in order to learn the best way of introducing the teaching of drawing in the Schools of the North-West Provinces. A scheme was drawn up for this purpose with a carefully graduated system of studies and a series of standards for examinations by the Vice-Principal and myself in consultation with Mr. Nesfield, and, as mentioned above, five young men were sent from the School to act as Elementary Teachers in the North-West Provinces. I fully expect, from all I hear, that satisfactory reports will be received as to the work of these young men.

An important piece of coloured wall decoration was undertaken and successfully executed by M. Sher Muhammad and a number of the advanced students under the direction of the Vice-Principal at the end of the cen-

Appendix J.

Report on the Mayo School of Art.

tral gallery of the new Museum. Modelled and moulded enrichments for the decoration of the same building were also prepared, but this work was interrupted for a time by the death of Mr. Pinto.

M. Sher Mahammad was mainly responsible for elaborate designs for the mosaic marble flooring, while Gurdit Singh worked out ornamental details for doors, railings, &c., in the same building.

For No. 4 of the Series of Punjab Drawing Books a series of lessons in solid geometry was prepared, but have not yet been put upon the stone. Under the orders of the Director of Land Records and Agriculture, four important examples of wood-carving were prepared and sent to the Imperial Institute, London. These were designed and executed by Gurdit Singh, Natha Singh, Pála Singh, and Ziá-ud-dín.

Mention of School Staff.

I have for the last time to thank the staff of the School for the most cordial co-operation in the work of the year.

No.	Names.	The period under instruction				
		Y.	M.	D.		R. A. P.
1	Firoz Dín (Tailor) ...	8	2	28	Employed as Drawing Master at Bareilly in North-West Provinces.	40 0 0
2	Mían Muhammad (Blacksmith).	7	8	13	Employed as Drawing Master at Allahábád, North-West Provinces.	40 0 0
3	Ahmad Dín (Bricklayer)	6	6	29	Employed as Drawing Master at Faizábád, in North West Provinces.	40 0 0
4	Láljí Mal (Priest) ...	3	5	24	Employed as Drawing Master at Lucknow, in North-West Provinces.	40 0 0
5	Faiz Muhammad (Silversmith).	7	6	28	Employed as Drawing Master at Meerut, in North-West Provinces.	40 0 0
6	Amírullah (Koftgar) ...	7	7	28	Employed as Draftsman at Tawí, Jammú.	30 0 0
7	Atma Singh (Builder) ...	3	11	29	Employed as Mistrí in building native houses at Miání.	20 0 0
8	Rám Singh (Carpenter)	3	9	2	Transferred to Technical School for general education.	...
9	Lál Singh (ditto)	1	11	20	Employed as Draftsman in Srínagar	35 0 0
10	Thákar Singh (Watchmaker).	2	3	21	Died of cholera.	...
11	Khuda Bakhsh (Estimator).	1	11	0	Assists his father in his profession.	...
12	Khuda Bakhsh (Woodpainter).	9	1	30	Employed as Mistrí at Chiniot ...	20 0 0
13	'Abdullah (Mistrí) ...	1	7	15	Employed as Mistrí in Bilochistán	...
14	Natha Singh (Carpenter)	1	9	26	Employed as Draftsman at Dera Ismaíl Khán.	30 0 0
15	Ladha Singh (ditto)	0	11	14	Employed as Draftsman at Gujránwála.	15 0 0
16	'Abdul Wáhid (Maulaví)	1	5	2	Expelled for inability to exculpate himself from a charge of pilfering.	...
17	Barkat Rám (Shopkeeper)	0	8	1	Present employment unknown.	
18	Jalál Dín (Timber Merchant).	0	7	2		
19	Mr. Wilson (Volunteer)	0	7	0		
20	Dás Rám (Priest) ...	3	6	3		
21	Muhammad Hanif (Physician).	1	7	17		
22	Firoz Dín, I (Gardener),	1	7	0	Employed as Draftsman in the Executive Engineer's Office, Lahore Division.	30 0 0
23	Kánshí Rám (Shopkeeper)	2	0	0	Employed as Sub-Overseer, Irrigation Branch, P. W. D.	40 0 0
24	Dasonda Singh (Mistrí)	0	4	0	Employed as Surveyor, Irrigation Branch, P. W. D.	40 0 0
25	Hardit Singh (Singer and Musician).	1	10	0	Ditto.	40 0 0

APPENDIX K.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE, FOR THE OFFICIAL YEAR 1892-93.

Membership and Meetings.

Early in the year the Committee suffered a loss by the death of Dr. C. R. Stülpnagel. Nawáb Násir 'Alí Khan vacated his Membership under the rules, by leaving the Province for a period exceeding six months. Both these gentlemen were University nominees, and their places were filled in November last by the appointment of Mr. T. C. Lewis, Inspector of Schools, Lahore Circle, and Rev. Dr. J. H. Orbison, Professor in the Lahore Mission College.

Mr. W. Bell resigned the Secretaryship on the 26th of November, 1892. Lála K. B Thápur, the Assistant Secretary, officiated as Secretary from the date of Mr. Bell's resignation until the 31st January, 1893. Mr. Oman was elected Secretary at the General Meeting held on the 14th January, 1893, and took up the duties of the office on the 1st February, 1893.

During 1892-93 the General Committee met four times, the Sub-Committees twenty times, and Special Committees four times.

General review of work.

The English Sub-Committee was chiefly engaged in the revision of the First and Second Readers of the Punjab Series for Middle Schools. Three Readers are required for the Middle School Classes; but the Third Reader having been previously prepared and adopted by the Committee, it only remained to deal with the First and Second Volumes of the Series. Of these, the Second Reader, prepared by Mr. Cope, was published and brought into use during the year. The preparation of the First Reader has also been entrusted to Mr. Cope. The draft submitted by that gentleman in July last year was returned to him for the purpose of carrying out certain modifications desired by the Committee, and the revised lessons submitted by him in MS. were laid before the Committee, but have not been finally disposed of.

In accordance with certain proposals of the Educational Conference of 1892, in regard to the teaching of English in the Schools of the Punjab, the Committee undertook the preparation of a Manual on the study of English, and also of a Series of Graduated English Readers for the Fourth and Fifth Classes of Primary Schools; the latter to be drawn up on the most approved European methods. Special Committees were appointed to give effect to this decision, and will, no doubt, be able to report progress at an early date.

The subject of prescribing English Courses for Anglo-Vernacular Teachers' Certificate Examinations was also taken up at the suggestion of the Educational Conference and disposed of. The English Sub-Committee also decided that, in the preparation and revision of text-books, special attention should be given to the improvement of the pronunciation of English by native students, as stress was laid upon the point by the Educational Conference.

Under the direction of the Technical Sub-Committee an edition of the first three books of Euclid, in Urdú, was prepared by Professor S. B. Mukarjí, M.A., B.L., and a revised text-book of Algebra by Mr. G. N. Chattarjí, B.A., (Cantab.) Two Agricultural Readers, in Urdú, for the Third and Fourth Classes of Zamíndárí Schools were also completed by Lála Ruchí Rám Sahní, M.A., and a third Agricultural Reader for the Fifth Class was also put in hand.

At the request of the Director of Public Instruction, the Committee undertook the preparation of a Syllabus of Object Lessons for Primary Schools, and entrusted the work to the Principal of the Central Training College, who was also requested to draw up a brief companion to the Syllabus in the form of Notes of Lessons for the guidance of Teachers.

The very important question of providing the means of illustrating books, &c., printed in the Province, came before the Committee. It arose out of a reference by the Honorary Secretary, Punjab Science Institute, to the Director of Public Instruction, who, in forwarding certain correspondence, requested the Committee to submit practical recommendations on the subject. The Committee, recognising the great importance of the

Appendix K.

Punjab Text-Book Committee.

matter, went fully into the case, and duly submitted the required suggestions in regard to the introduction into the Province of the means of producing book illustrations and advocated early action in the matter.

In accordance with the proposals of the Educational Conference of 1891 and 1892, the History and Geography Sub-Committee undertook the preparation of a text-book of Geography for Anglo-Vernacular Middle Schools, and entrusted its compilation to the Head Master of the Central Model School, with instructions as to the plan which should be followed in the preparation of the book. The Manuals of Geography, in Urdú, required for the Second, Third, Fourth, and Fifth Classes of the Primary School were all under preparation during the year, but were none of them completed. The District Geographies of Hazára, Pesháwar, Kángra, Rohtak, and Dera Ghází Khán, as revised by their respective District staffs, were approved and printed.

In the Department of the Urdú Language and Literature, the Urdú Readers for the Primary Schools were completed, and the First and Second Urdú Middle Courses revised, as also those for the Normal Schools and the Central Training College. The copy-right of an Urdú Grammar by Lála Híra Lál was purchased, and, after the book was thoroughly revised, it was ordered to be printed off.

As regards the work of the Gurmukhí Sub-Committee, it has to be stated that the Fourth, Fifth, and Sixth Urdú Readers were translated into Panjábí, and over 200 pages of the Panjábí Dictionary were corrected.

The translation into Panjábí of the Seventh and Eighth Urdú Readers was also undertaken.

The Hindí and Sanskrit Sub-Committee had the Departmetal Hindí Dictionary revised, and the Fourth, Fifth, and Sixth Urdú Readers translated into Hindí. Translations of the Seventh and Eighth Urdú Readers were also put in hand.

The Arabic and Persian Sub-Committee took in hand the preparation of a series of Graduated Persian Grammars on modern lines. Two of this series—the Primary and Middle School Grammars—are ready; the first was published and prescribed early in April, 1892, and the second was ready for the Press. A third Grammar for High Schools is under preparation.

In order to give effect to certain recommendations of the General Educational Conference of 1892, the Library Sub-Committee prepared a short list of the most desirable books for youthful readers, which the Managers of the Schools might be invited to at once provide for their schools. If the School Managers will purchase the books thus recommended to their notice by the Committee, as well as those to be recommended year by year in future, a Library of healthy entertaining literature, suitable for boys, will be gradually formed in each school.

In addition to the work referred to above, the Sub-Committees considered 154 books, of which 80 were utilized for different purposes, and 74 were, for various reasons, declared unsuitable for the purposes of the Committee.

The annual grant of Rs. 3,000 given by Government for the purchase of books to be given away to schools in the Province was fully utilized.

Reference Library and Museum.

The Library is in excellent condition, and continued to be freely used by Educational Officers and Members of the Committee. A preliminary Catalogue was printed in November, 1892, and supplied to Members of the Committee.

Five hundred and thirty-seven volumes were added to the Library in 1892-93. No additions were made to the Museum during the past year.

Receipts and Expenditure.

The year opened with a balance of Rs. 5,851 9 7 to the credit of the Committee.

The receipts amounted to	Rs.	8,639	8	0
Total	„	14,491	1	7
And the disbursements to	„	12,656	13	11
Leaving a balance of	„	1,834	3	8

on the 31st March, 1893.

List of Books considered and approved.

No.	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
1	*Convocational Addresses, Bombay and Madras;* collected by K. Subba Rao, Madras.	Patronised by the purchase of copies for distribution among School Libraries.
2	Thacker's *Indian Letter Writer* ...	Ditto.
3	*Short Studies of Shakespeare's Plots*, by Ransome.	A useful book for Colleges. Placed in the Reference Library of the Committee.
4	*The Indian Middle School Grammar*, by J. C. Nesfield.	Made alternative with the Manual of Grammar (C.V.E.S.) in Middle Schools.
5	*Journal of Education, Madras*, edited by J. Adam, M. A.	Two copies subscribed for circulation among members.
6	*Shakespeare's King Henry V*, by C. M. Barrow.	Placed in the Reference Library of the Committee.
7	*Chambers' Spelling Teacher* ...	Patronised by the purchase of copies for distribution among School Libraries.
8	*An Atlas of English Grammar*, by E. S. Valentine.	Ditto.
9	*Simple Essays*, by M. Macmillan ...	Ditto.
10	*Revised Second Reader for Middle Schools*, by Mr. Cope.	
11	*Homer's Illiad, English Prose Translation*, by Lang, Leaf and Myers.	Patronised by the purchase of copies for European High Schools.
12	*Homer's Odyssy*, translated by Butcher and Lang.	
	Mathematics, Science, and Technical Education.	
13	*Text-Book of Domestic Economy & Sanitary Science*, by Dr. Roberts.	Prescribed for use in the High Department of European Schools for Girls.
14	*Domestic Economy*, by Dr. Mann ...	Prescribed for use in the Middle Department of European Schools for Girls.
15	*Arithmetic for Schools*, Lock and Lewis (Indian edition).	Prescribed for use in the Middle Department of Anglo-Vernacular Schools: placed in the list of books for School Libraries maintained under Articles 441 and 442 of the Punjab Education Code, (4th edition), and also patronised by the purchase of copies for distribution among Schools.
16	*Arithmetic*, by P. Ghosh ...	Made alternative text-books with No. 15 in the Middle Department of Anlgo-Vercular Schools.
17	*Arithmetic*, by A. Chakravarti ...	
18	*Mechanical Powers*, by Lála Ruchí Rám, M. A.	Prescribed for use in High Schools.
19	Euclid Book I, in Urdú revised by Professor S. B. Mukarjí.	Approved and prescribed for use.
20	Euclid Book II, ditto ...	
21	Euclid Book III, ditto ...	
22	*Text-Book of Steam*, (Longmans, Green and Co.)	Copies to be supplied to the Central Training College and the Railway Technical School.

Appendix K.

Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
23 to 26	*Elementary Science Lessons I—IV*, (Longmans, Green and Co.)	Patronized by the purchase of copies for distribution among School Libraries.
27 to 30	*Science Readers I—IV*, G. Blackie and Sons.	Supplied to the Central Training College.
31	*Hindí Arithmetic*, by Pandit Lakshamí Shankra Missra.	Patronised by the purchase of copies for distribution among School Libraries.
32	*Muallam-ul-Masáhat*, by M. Shaháb-ud-dín.	Ditto.
33	*Revised Text-Book of Algebra, in Urdú*, by Bábu G. N. Chattarjí.	Adopted provisionally.
34	*Urdú Translation of Tyndal's Lecture on Magnetism, by* P. Telú Rám.	Patronised by the purchase of copies for distribution among School Libraries.
35	*Maiyar-ul-Ta'lim*, by Pandit Iqbál Kishan.	A useful book, but not complete. The Committee cannot prescribe it permanently, because their own text-book on the subject is being prepared, and temporarily because it is not complete, and needs revision both in matter and style; but there is no objection against its being read in Normal Schools, and Head Masters of these Schools might encourage their students to read it as a supplement to the Text-book at present prescribed.
36	*Mensuration and Surveying for Beginners*, as adapted for Indian Schools, by Todhunter.	Prescribed for use in the Middle Department of Anglo-Vernacular Schools.
37	*Algebraic Factors: classified and applied*, by Jarman.	These books were considered suitable for High School and College Libraries, and the copies before the Sub-Committee were ordered to be placed in the Reference Library of the Committee.
38	*Lessons on Heat and Light*, by D. E. Jones.	
39	*Decimal Approximations*, by Hunter.	
40	*Algebra for Beginners*, by Hall and Knight.	Prescribed as alternatives with *Todhunter's Algebra* for Indian students in High Schools.
41	*Algebra Made Easy*, by Babu K. P. Basú.	
42	*First Agricultural Reader*, by Lála Ruchí Rám.	Adopted and prescribed for use in the Third and Fourth classes of Zamíndári Schools.
43	*Second Agricultural Reader*, by ditto.	
44	*Sulva Sutras*, edited by Dr. Thibaut.	Recommended for patronage by purchase of copies.
45	*Education:* Herbert Spencer.	Patronised by purchase of copies for distribution among Schools.
46	*Chemical History of a Candle*, by Faraday.	

Urdu Language and Literature.

47	Ta'lím-ul-Khisal, by Maulaví Zakáullah, Khán Bahádur.	Patronised by the purchase of copies for distribution among Schools.
48	Ta'lím-ul-Akhláq, ditto ...	
49	Ta'lím-ul-Intizám, ditto ...	
50	*Seventh Urdú Reader*, by Lála Jíya Rám.	Approved.
51	*Maraqqo Kamal*, by Munshí Dowárka Parshád Ufq.	Approved and copyright purchased.
52	*Motí Qaw'áid* in two Parts, by L. Híra Lál.	Adopted after necessary revision.
53	Aína-i-Tehzíb-ul-Akhláq, by Káshí Náth.	Patronised by the purchase of copies for distribution among Schools.
54 to 56	Urdú Courses of Physical Training for Primary, Middle, and High Schools, and Training Institutions.	Approved and prescribed.

No.	Name of Book and Author.	Remarks.
57	The *Eighth Urdú Reader*, by Lála Sundar Dás, Súrí.	Approved and prescribed.
58 to 61	Urdú Copy Books I—IV ...	Ditto.
62	*Mazámín Bacon*, by Lála Sáin Dás.	Patronised by the purchase of copies for distribution among Schools.
	History and Geography.	
63 to 66	District Geographies of *Hazára, Pesháwar, Kángra*, and *Kohát*.	Approved and prescribed.
67	Hindí Atlas (William Collins, Sons and Co., Limited).	Patronised by the purchase of copies for distribution among Schools.
68	*Intermediate Geography*, by Dr. Mackay.	Prescribed for use as alternative text-books in the Middle Department of Anglo-Vernacular Schools, pending the preparation of the Departmental text-book of Geography for Middle Schools.
69	*Manual of Geography*, C. V. E. S....	
70	*District Geography of Dera Ghází Khán*.	Approved and prescribed.
71	Lord Lawrence: by Sir Charles Aitchison, [*Rulers of India Series.*]	Patronised by the purchase of copies.
	Hindi and Sanskrit.	
72	*Mukhtisar Tárikh-i-Hind* : Hindí Translation of—by Pandit Gopál Dás.	Approved.
73	Hindí Translation of Ramayana.	Patronised by the purchase of copies for distribution among Schools.
74	*Kalhanas' Rajatarangíni*, by Dr. M. A. Stein.	
75	*Dharm Siksha*, published by Allahabad Literary Institute.	To be brought to the notice of Managers of Hindí Schools.
	Gurmukhi.	
76	*Panjábí Grammar*, by the American Mission Press, Ludhiána, (new and revised edition).	Patronised by the purchase of copies.
	Arabic and Persian.	
77	*Persian-Urdú Dictionary*, by Lála Mahtáb Rái.	It was agreed to purchase 200 copies of this book when published at a price which the Committee may think reasonable. The pages at the end should be completed on the lines of the earlier portion of the book.
78 to 79	*Translations into Persian*, Part I, English, and *Translations into Persian*, Part II, by Major A. C. Talbot.	While the book was likely to be extremely useful to advanced English students of Persian, it was not suitable for inclusion in any of the recognised courses of study in this Province. But Government might purchase a number of copies for distribution to High Schools and Colleges.
80	*Miftah-ul-Saraf*, by Maulaví Muhammad Dín and M. 'Umr-ud-dín.	Approved and prescribed.

Appendix K.

Punjab Text-Book Committee.

Text-Books and other works completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
1	*Revision of the English Readers, Punjab Series.*	Is being carried out.
2	*Revision of the Urdú Reading Books*	Completed.
3	*Seventh Urdú Reader* ...	Published and prescribed.
4	*Eighth Urdú Reader* ...	Ditto.
5	*Text-Book of Mechanical Powers* ...	Approved and pescribed.
6	Development of Vernacular Literature.	Lists of books suitable for translation are under preparation.
7	*Urdú Copy Slips* ...	Approved and prescribed.
8	*Shabdarath Bhanu* (A Sanskrit Hindí Dictionary).	Under revision.
9	*Mensuration Manual for Middle Schools in Urdú*, by Mr. Francis.	Under consideration.
10	Revision of the Departmental Text-Books of Euclid.	Completed.
11	Revision of the Departmental Text-Book of Algebra.	Ditto.
12	Science Apparatus prepared in the Punjab.	Sent to the Lahore Museum.
13	*Elementary Text-Book on Domestic Economy.*	Under preparation.
14	*Revised Urdú Middle Course for the 1st Class.*	Under consideration.
15	*Revised Urdú Middle Course for the 2nd Class.*	
16	Revision of the *Urdú Course for Normal Schools.*	Ready for Press.
17	Proposals to illustrate the teaching of Geography in Elementary Schools of the Province, by means of Charts, &c., of Geographical Terms.	Charts under preparation.
18	Translation into Hindí of the Fourth and Fifth Urdú Readers.	Ready for Press.
19	*The Panjábi Dictionary* ...	Under preparation.
20	*A Manual for Normal Schools*, by Mr. F. Haden Cope.	Ditto.
21	Scheme to improve the quality of the maps used in the Schools of the Province.	The maps submitted were not approved, and the Contractor was ordered to send fresh specimens.
22	*Mahájaní Arithmetic*, by Lála Piyáre Lál.	Published and prescribed.
23	*Geographical Reader for the 4th Class*, by Bháí Lakhmír Singh.	Is being prepared for the Press in the Central Training College.
24	*Geographical Reader for the 5th Class.*	Under preparation by Lála Daya Rám.
25	*First Agricultural Reader for Zamíndárí Schools.*	Ready for Press.
26	*Second Agricultural Reader for Zamíndárí Schools.*	Ditto.
27	*Third Agricultural Reader for Zamíndárí Schools.*	Under preparation.
28	Geographical Reader in English for the Middle Department of A. V. Schools.	Ditto.
29	*Revised Second English Reader for Middle Schools*, by Mr. Cope.	Published and prescribed.
30	*Revised First English Reader for Middle Schools.*	Under preparation.
31	Syllabus of Object Lessons for the 2nd, 3rd, 4th, and 5th Classes of Primary Schools.	Under preparation in the Central Training College.
32	*Illustrations for Text-Books* ...	Suggestions made on the subject by this Committee are under report in the Mayo School of Industrial Art, Lahore.
33	Revision of Motí Qaw'áid ...	Ready for Press.

No.	Name of Book or Author, scheme or proposal.	Remarks.
34	Revision of Sarf Nahv-i-Fársí, by Maulaví Muhammad Dín and M. 'Umar Dín.	Ready for Press.
35	*Revision of Jami-ul-Qaw'áid*, by Maulaví Muhammad Dín and M. 'Umar Dín.	Under preparation.
36	District Geography of Kohát ...	Published and prescribed.
37	District Geography of Dera Ghází Khán.	Ditto.
38	*A Manual on the Study of English*...	The preparation of the syllabus of this book has been entrusted to the Principals, Lahore Government College, and the Mission Colleges at Lahore and Delhi, and the Central Training College, Lahore.
39	Readers for the 4th and 5th Classes of Primary Schools on the best European methods, as suggested by the Education Conference of 1892.	The preparation of a syllabus of these has been entrusted to a Sub-Committee under the general guidance of the President of the Committee.
40	A Descriptive Account of the British Empire, fully illustrated.	The details regarding preparation of this work are under consideration.
41	A Manual of Précis Writing and Office Correspondence.	Under preparation by Mr. Leigh, of the Punjab Civil Secretariat.
42	Geographical Reader for the 2nd Class of Lower Primary Schools.	Under consideration.

List of Books prescribed for School Libraries.

No.	Name of Book or Author.	Remarks.
1	*Arithmetic for Schools* (Indian edition), by Lock and Lewis.	To be substituted for the English edition of the book in the Libraries of all Anglo-Vernacular High and Middle Schools.
2	*Lessons on Heat and Light*, by Dr. Jones.	These books were considered suitable for High Schools and College Libraries.
3	*Decimal Approximations*, by H. St. John Hunter.	
4	Algebraic Factors: classified and applied, by J. A. Jarman.	

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee has to acknowledge receipt with thanks of gifts of books sent either direct to the Secretary or through the Director of Public Instruction from Messrs. Macmillan and Co.; Longmans, Green and Co.; Blackie and Sons; Nelson and Co.; Ruddiman Johnston; Thacker, Spink and Co.; W. and R. Chambers; George Bell and Sons; and Crossby Lockwood and Sons. Some of these Publishers had favoured the Committee with spare copies of their Catalogues, and these were distributed by the Committee to the chief Schools and Arts Colleges in the Province. It is to the interest of Publishers to bring their publications to the notice of the Committee even though they may not be prescribed as text-books.

II.—General Additions to the Library.

1. 50 Volumes on Scientific Subjects.
2. 35 Volumes of English Readers.
3. 25 Hindí and Sanskrit books.
4. 40 Books on History and Geography.
5. 40 Books in Urdú and Persian Languages and Literature.
6. 6 Books on Moral Education.
7. 30 Books of Reference.
8. 200 Works on English Language, Grammar, and Literature.
9. Over 30 volumes of Latin and Greek books.
10. Over 45 volumes of French, German, and Italian books.
11. Over 10 volumes of Works on Philosophy.
12. 6 Books on Commercial Education.
13. 15 Books on Mathematics.
14. 5 Gurmukhí books.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, PUNJAB, FOR THE YEAR 1892-93.

At the commencement of the year under report the balance due by Munshí Gulább Singh & Sons on account of Secretariat books held by the firm on commission sale amounted to Rs. 1,514-4-0. Books of the net value of Rs. 304-12-3 were supplied during the year, and Re. 0-3-7 was added on account of net excess of price of 4 copies of the Fauna of British India, Part I, erroneously sold at Rs. 7-9-0 instead of Rs. 7-8-0 per copy, raising the total to Rs. 1,819-3-10. A sum of Rs. 373-11-7 was paid into the Treasury on account of sales effected before 31st March, 1892, as stated in para. 1 of my last report, leaving a balance of Rs. 1,445-8-3 as value of the books in the hands of the Contractors (*vide* Statement No. I). As before, the Contractors furnished an account of sales effected up to 30th April, 1893, after the close of the year. This will be included in the report for the current year. The Contractors have been asked to submit their accounts regularly and with due punctuality.

2. A sum of Re. 1-14-0, being sale proceeds of a stationery box and waste paper, was also credited to Government.

3. The account of the Government share of copyright in text-books, published by the Contractors, shows an opening balance of Rs. 3,262-6-11, and the sum due on books publishes during the year amounted to Rs. 10,163-1-11, making a total of Rs. 13,425-8-10. Of this, payments, aggregating Rs. 8,639-8-0, were made by Munshí Gulább Singh & Sons, leaving an outstanding balance of Rs. 4,786-0-10 against the firm for copies of editions brought out but not submitted to be stamped during the year (*vide* Statement No. II).

The income from this source shows a steady rise.

4. Sixty text-books, or editions, were published during the year, with an average of nearly 7,800 copies to each edition. The printing and the paper were of the prescribed standard.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH AND SONS FROM 1ST APRIL, 1892, TO 31ST MARCH, 1893.

(I).—*Account of Secretariat Books held on Commission Sale.*

Credit.	Total. Rs.	a.	p.	Debit.	Total. Rs.	a.	p.
Payments made during the year	373	11	7	Balance on 31st March, 1892	1,514	4	0
Balance due	1,445	8	3	Books supplied during the year, *i.e.*, 43 copies of Fauna of British India, Part II, at Rs. 7-14-0 ... ... 338 10 0			
				Less discount at 10 per cent. 33 13 9	304	12	3
				Excess of price 4 of copies of Fauna of British India, Part I, erroneously sold at Rs. 7-9-0 instead of Rs. 7-8-0 per copy = 4 annas less commission at 10 per cent.	0	3	7
Total	1,819	3	10	Total	1,819	3	10

(II).—*Account of Government Share of Copyright in the Departmental Text-Books published by the Contractors.*

	Rs.	a.	p.		Rs.	a.	p.
Payments made during the year	8,639	8	0	Balance on 31st March, 1892	3,262	6	11
Balance due	4,786	0	10	Government share of copyright in books published by the Contractors during the year	10,163	1	11
Total	13,425	8	10	Total	13,425	8	10

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1892-93.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns* and Villages.	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
110,667	Towns 178	Males 11,255,986	Institutions. For Males,	8	1	271	1,762	6	8	2,056	660	5,151	7,867	Institutions to number of towns and villages. 22·57
	Villages 34,664	Females 9,610,861	Institutions. For Females,	...	...	27	325	...	...	352	...	1,025	1,377	3·95
	Total 34,842	Total 20,866,847	Institutions. Total ...	8	1	298	2,087	6	8	2,408	660	6,176	9,244	26·52
			Scholars. Males ...	661	158	48,812	83,381	321	1,050	134,383	7,677	84,210	226,270	Male scholars to male population of school-going age.‡ 13·40
			Scholars. Females ...	...	...	1,898	10,414	...	...	12,312	...	12,517	24,829	Female scholars to female population of school-going age.‡ 1·72
			Scholars. Total ...	661	158	50,710	93,795	321	1,050	146,695	7,677	96,727	251,099	8·02

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

(For Details, see General Table IV).

1	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,29,397	72,252	8,14,681	4,00,120	58,826	85,030	15,60,306	63,480	42,531	1,65,150	1,43,709	3,48,674	57,039	2,21,146	10,41,729	28,07,953
For Females	...	...	1,25,340	80,578	...	...	2,05,918									
Total ...	1,29,397	72,252	9,40,021	4,80,698	58,826	85,030	17,66,224	63,480	42,531	1,65,150	1,43,709	3,48,674	57,039	2,21,146	10,41,729	28,07,953
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·12	6·87	15·21	2·43	6·26	6·14	43·03	1·27	4·53	15·86	6·82	23·26	1·79	3·44	56·97	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·13	·34	15·43	49·36	...	·02	65·28	·25	...	2·36	7·79	11·99	3·03	9·30	34·72	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·65	·77	55·73	17·90	·01	1·70	77·76	...	...	·48	4·83	7·97	1·93	7·03	22·24	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·61	2·57	33·48	17·12	2·09	3·03	62·90	2·26	1·51	5·88	5·12	12·42	2·03	7·87	37·09	100

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	217 10 0	400 14 8	11 7 5	12 9 3	178 2 1	70 5 11	68 14 4
	Cost to Local & Municipal Funds	...	28 13 4	0 11 6	...	0 2 1	0 2 1	1 11 9
	Total Cost ...	299 7 9	448 12 4	36 11 4	15 10 5	178 4 2	91 14 1	92 7 11
Local Fund Schools.	Cost to Provincial Revenues ...	...	...	0 1 9	0 0 4	...	...	0 0 7
	Cost to Local Funds	...	...	5 0 4	4 1 10	...	...	4 14 5
	Total Cost ...	...	...	7 8 6	4 8 6	...	...	5 11 4
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 1 7	0 2 10	...	...	0 2 0
	Cost to Municipal Funds ...	117 9 6	...	7 2 9	4 14 11	...	27 10 9	6 10 4
	Total Cost ...	173 10 8	...	15 7 6	6 8 2	...	27 14 11	12 11 11
Aided Institutions.	Cost to Provincial Revenues ...	65 3 9	...	10 2 0	2 1 6	...	42 3 11	8 3 2
	Cost to Local & Municipal Funds	9 4 3	...	1 6 1	0 9 1	...	1 15 9	1 3 5
	Total Cost ...	209 9 7	...	33 0 5	9 1 8	...	104 3 11	27 6 5
Unaided Institutions ...	Total Cost ...	51 14 2	...	9 11 3	7 1 10	...	9 5 5	10 1 3
All Institutions.	Cost to Provincial Revenues ...	93 3 1	400 14 8	2 11 8	0 3 11	178 2 1	52 1 5	2 12 2
	Cost to Local & Municipal Funds	10 1 10	28 13 4	5 5 6	3 14 9	0 2 1	5 3 2	4 7 9
	Total Cost ...	209 11 6	448 12 4	17 15 3	5 3 3	178 4 2	76 13 0	12 0 4

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	171	165	148	1	30	27	22	3	264	258	236	2	124	114	88
University Education. — ARTS COLLEGES. — Oriental	...	...	...	...	...	...	...	...	1	72	73	58	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	158	161	151	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Total	2	329	326	299	1	30	27	22	4	336	331	294	2	124	114	88
School Education, General. — SECONDARY SCHOOLS. — *For Boys.* — High Schools, Middle Schools — English	4	1,306	1,379	1,167	21	6,610	7,031	5,711	23	6,299	6,543	5,846	8	2,354	2,522	1,927
School Education, General. — SECONDARY SCHOOLS. — *For Boys.* — High Schools, Middle Schools — Vernacular	...	...	...	...	52	9,582	9,974	7,806	27	3,750	3,921	3,191	12	1,479	1,490	1,133
	...	...	...	...	123	17,352	17,558	14,098	...	...	...	...	1	89	112	103
School Education, General. — SECONDARY SCHOOLS. — *For Girls.* — High Schools, Middle Schools — English	2	303	296	284	...	...	...	...	4	249	244	224	...	...	...	...
School Education, General. — SECONDARY SCHOOLS. — *For Girls.* — High Schools, Middle Schools — Vernacular	...	...	...	...	...	...	...	...	17	869	791	686	...	...	...	...
	...	...	...	...	2	135	138	116	2	342	355	250	...	...	...	...
School Education, General. — SECONDARY SCHOOLS. — Total	6	1,609	1,675	1,451	198	33,679	34,701	27,731	73	11,509	11,854	10,197	21	3,913	4,124	3,163
School Education, General. — PRIMARY SCHOOLS — For Boys	4	322	337	272	1,677	78,600	77,611	61,159	61	3,528	3,376	2,718	20	931	863	661
School Education, General. — PRIMARY SCHOOLS — For Girls	...	...	...	...	194	6,308	6,058	4,506	126	3,918	3,877	2,829	5	188	214	162
School Education, General. — PRIMARY SCHOOLS — Total	4	322	337	272	1,871	84,908	83,669	65,665	187	7,446	7,253	5,547	25	1,119	1,077	823
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters	6	321	330	314	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	1	119	125	96	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	1	84	74	55	...	...	...	...
School Education, Special. — Medical Schools	1	239	250	241	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	1	285	301	245	2	168	199	144	...	...	...	...	1	66	59	53
School Education, Special. — Other Schools	1	89	99	85	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	10	1,053	1,105	981	2	168	199	144	1	84	74	58	1	66	59	53
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	22	3,313	3,443	3,003	2,072	118,785	118,596	93,562	265	19,375	19,512	16,096	49	5,222	5,374	4,127

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (a). Arabic or Persian ... ... (b). Sanskrit															
	2. *Elementary teaching a Vernacular only or mainly*...												For Boys			
													,, Girls			
	3. *Do do. the Qurán**												For Boys			
													,, Girls			
	4. *Other Schools not conforming to Departmental Standard*												For Boys			
													,, Girls			
TOTAL																
GRAND TOTAL																

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
7	589	589	402	...	4	10	468	165	2	...	...	
1	72	51	72	21	...	...	32	40	...	...	...	
1	158	158	...	...	6	9	118	25	...	10	...	(a) Classification—
9	819	798	474	21	10	19	618	170	2	10	...	*I Division.*—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay and carpentry; 18 boys reading, writing, and Arithmetic only.
56	16,569	12,208	13,228	15,221	586	299	9,949	5,707	28	3	...	
91	14,802	7,399	7,192	14,635	212	54	9,785	4,681	70	24	...	
124	17,441	12	7,024	17,441	...	97	11,083	6,252	9	...	...	
6	552	552	171	165	414	131	1	...	6	...	3	*II Division.*—Twenty-three boys learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective plane geometry, carpentry (13 boys).
17	869	748	65	173	690	163	1	4	11	...	55	
4	477	9	88	477	...	9	333	135	...	...	...	
298	50,710	20,928	27,768	48,112	1,902	753	31,152	16,779	124	27	58	
1,762	83,381	1,200	13,165	83,288	90	70	48,250	34,832	139	22	...	*III Division.*—Twenty-four boys learn building drawing, ornamental drawing, light and shade, perspective solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys).
325	10,414	91	203	10,242	68	141	5,901	4,209	95	...	30	
2,087	93,795	1,291	13,368	93,530	158	211	54,151	39,041	234	22	30	
6	321	32	225	321	...	...	197	124	...	...	...	
1	(a) 119	...	...	...	1	...	59	59	...	...	...	
1	84	70	...	14	...	...	69	15	...	...	...	*Engineering Class.*—Eighteen boys learn building drawing, surveying, levelling, estimating, and construction.
1	239	...	...	239	...	4	167	68	...	8	...	
4	(b) 519	69	17	473	...	53	189	277	...	...	...	(b) Three hundred and nine boys learn carpentry and drawing; 236 carpentry only; 34 drawing; and 30 engraving.
1	(c) 89	...	...	...	...	...	22	67	...	...	...	(c) All learn Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
14	1,371	171	242	1,047	1	57	703	610	...	8	...	
2,408	146,695	23,188	41,852	142,710	2,071	1,040	86,624	56,600	360	67	88	
555	6,012	...	5,684	374	...	...	153	5,851	8	...	...	
105	1,665	...	1,579	88	...	...	1,665	...	...	...	...	
1,459	33,707	1	1,219	32,554	...	77	23,757	9,511	362	13	...	
54	953	...	30	929	...	...	597	356	...	...	...	
3,341	38,374	...	37,761	849	...	...	885	37,475	14	345	...	
949	10,727	...	10,715	16	...	...	121	10,606	...	...	334	* The Qurán, Shástras, or other religious books by rote.
351	12,129	102	537	11,868	21	662	4,428	6,626	392	...	...	
22	837	21	8	825	10	116	315	327	69	...	2	
6,836	104,404	124	57,533	47,503	31	855	31,921	70,752	845	358	336	
9,244	251,099	23,312	99,385	190,213	2,102	1,895	118,545	127,352	1,205	425	424	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1892-93.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.		Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT. *Managed by Government.*				UNDER PRIVATE MANAGEMENT. *Aided by Government or by Local Fund or Municipal Boards.*													
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
School Education, General. — SECONDARY SCHOOLS.																		
For Boys. — High Schools	2	378	356	324	2	199	177	160	4	577	576	257	440	577	...	3	...	
For Boys. — Middle Schools— English	...	...	...	...	6	210	211	170	6	210	210	17	43	201	9	24	...	
For Girls. — High Schools	2	303	296	284	2	110	94	87	4	413	413	95	28	413	...	...	3	
For Girls. — Middle Schools— English	...	...	...	...	14	698	616	530	14	698	698	61	2	690	8	...	55	
Total ...	4	681	652	608	24	1,217	1,098	947	28	1,898	1,897	430	513	1,881	17	27	58	
PRIMARY SCHOOLS.																		
For Boys	...	...	...	...	3	93	93	65	3	93	98	...	...	90	3	22	...	
„ Girls	...	...	...	...	3	78	69	47	3	78	78	...	...	68	10	...	30	
Total ...	...	...	...	...	6	171	162	112	6	171	171	...	...	158	13	22	30	
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	4	681	652	608	30	1,388	1,260	1,059	34	2,069	2,068	430	513	2,039	30	49	88	
PRIVATE INSTITUTIONS ... Schools not conforming to Departmental Standard ... For Boys ...									1	21	21	21	...	21	...	...	2	
„ Girls ...									1	10	10	8	...	10	...	....	...	
TOTAL									2	31	31	29	...	31	...	...	2	
GRAND TOTAL									36	2,100	2,099	459	513	2,070	30	49	90	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	171	165	148	1	30	27	22	3	264	258	236	2	124	114	88
Oriental	...	...	...	...	...	...	...	...	1	72	73	58	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	158	161	151	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	329	326	299	1	30	27	22	4	336	331	294	2	124	114	88
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools / Middle Schools	2	928	1,023	843	21	6,610	7,081	5,711	21	6,100	6,366	5,686	8	2,354	2,522	1,927
English	...	...	...	...	52	9,582	9,974	7,806	21	3,540	3,710	3,021	12	1,470	1,490	1,133
Vernacular	...	...	...	...	123	17,352	17,558	14,098	...	...	...	...	1	89	112	103
For Girls. — High Schools / Middle Schools	...	...	..	..	...	...	...	...	2	139	150	137	..	...	...	...
English	...	...	...	...	...	...	...	...	3	171	175	156	...	...	...	...
Vernacular	...	...	...	...	2	135	138	116	2	342	355	250	...	...	...	...
Total	2	928	1,023	843	198	33,679	34,701	27,731	49	10,292	10,756	9,250	21	3,913	4,124	3,163
PRIMARY SCHOOLS. — For Boys	4	322	337	272	1,677	78,600	77,611	61,159	58	3,435	3,283	2,653	20	931	863	661
For Girls	...	...	...	...	194	6,308	6,058	4,506	123	3,840	3,808	2,782	5	188	214	162
Total	4	322	337	272	1,871	84,908	83,669	65,665	181	7,275	7,091	5,435	25	1,119	1,077	823
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	321	330	314	...	...	...	...	...	...	...	...	..	...	...	..
Schools of Art	1	119	125	96	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	1	84	74	58	...	...	...	...
Medical Schools	1	239	250	241	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	285	301	245	2	168	199	144	...	...	...	...	1	66	59	53
Other Schools	1	89	99	85	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	1,053	1,105	981	2	168	199	144	1	84	74	58	1	66	59	53
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	18	2,632	2,791	2,395	2,072	118,785	118,596	93,562	235	17,987	18,252	15,037	49	5,222	5,374	4,127

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian ... ... (*b*). Sanskrit															
	2. *Elementary teaching a Vernacular only or mainly*								For Boys	...	...					
									,, Girls	...	...					
	3. *Do. do. the Qurán* *								For Boys	...	...					
									,, Girls	...	...					
	4. *Other Schools not conforming to Departmental Standard* ...								For Boys	...	...					
									,, Girls	...	...					
	TOTAL															
	GRAND TOTAL															

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
7	589	589	402	...	4	10	468	105	2	..	...	
1	72	51	72	21	...	...	32	40	...	..	...	
1	158	158	...	...	6	9	118	25	..	10	...	
9	819	798	474	21	10	19	618	170	2	10	...	(a) Classification— *I Division.*—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay and carpentry; 18 boys reading, writing, and Arithmetic only.
52	15,992	11,632	12,971	14,781	9	299	9,949	5,707	28	...	...	
85	14,592	7,189	7,175	14,592	11	54	9,785	4,681	61	...	...	
124	17,441	12	7,024	17,441	...	97	11,083	6,252	9	...	...	
2	139	139	76	137	1	131	1	...	6	...	...	
3	171	50	4	171	...	163	1	4	3	...	...	*II Division.*—Twenty-three boys learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective, plane geometry, carpentry (13 boys).
4	477	9	88	477	...	9	338	135	...	...	...	
270	48,812	19,031	27,338	47,599	21	753	31,152	16,779	107	...	...	
1,759	83,288	1,107	13,165	83,288	...	70	48,250	34,832	136	...	...	
322	10,336	13	203	10,242	...	141	5,901	4,209	85	...	...	
2,081	93,624	1,120	13,368	93,530	...	211	54,151	39,041	221	...	....	*III Division.*—Twenty-four boys learn building drawing, ornamental drawing, light and shade, perspective solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys).
6	321	32	225	321	...	...	197	124	...	...	...	
1	(a) 119	...	...	...	1	...	59	59	...	...	...	
1	84	70	...	14	...	...	69	15	...	...	...	*Engineering Class.*—Eighteen boys learn building drawing, surveying, levelling, estimating, and construction.
1	239	...	...	239	...	4	167	68	...	8	...	
4	(b) 519	69	17	473	...	53	189	277	..	...	...	(b) Three hundred and nine boys learn carpentry and drawing; 236 learn carpentry only; 34 drawing; and 30 engraving.
1	(c) 89	...	...	...	...	...	22	67	...	...	...	
14	1,371	171	242	1,047	1	57	703	610	...	8	...	(c) All learn Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
2,374	144,626	21,120	41,422	142,197	32	1,040	86,624	56,600	330	18	...	
555	6,012	...	5,684	374	...	...	153	5,851	8	..	...	
105	1,665	...	1,579	88	...	...	1,665	...	...	..	...	
1,459	33,707	1	1,219	32,554	...	77	23,757	9,511	362	13	...	
54	953	...	30	929	...	...	597	356	...	...	...	
3,341	38,374	...	37,761	849	...	...	885	37,475	14	345	...	* The Qurán, Shástrás, or other religious books by rote.
949	10,727	...	10,715	16	...	...	121	10,606	..	...	334	
350	12,108	81	516	11,868	...	662	4,428	6,626	392	...	...	
21	827	11	...	825	...	116	315	327	69	...	...	
6,834	104,373	93	57,504	47,503	...	855	31,921	70,752	845	358	334	
9,208	248,999	21,213	98,926	189,700	32	1,895	118,545	127,352	1,175	376	334	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	35,908	...	...	13,507	...	...	49,415
University Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	64,548	2,069	2,573	3,062	...	...	72,252
Total	1,00,456	2,069	2,573	16,569	...	...	1,21,667
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	14,332	...	1,200	13,182	...	*19,745	48,459
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	4,871	...	...	713	...	†7,439	13,023
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	19,203	...	1,200	13,895	...	27,184	61,482
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,239	...	...	1,035	...	...	5,274
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	4,239	...	...	1,035	...	...	5,274
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	58,783	...	43	...	...	...	58,826
School Education, Special. — Schools of Art	18,992	22	29	25	39	231	19,338
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	14,940	20	28	...	36	218	15,242
School Education, Special. — Industrial Schools	6,767	...	...	17	...	...	6,784
School Education, Special. — Other Schools	13,836	...	...	...	...	‡16,006	29,842
Total	1,13,318	42	100	42	75	16,455	1,30,032
Buildings	2,07,820	...	...	...	1,654	...	2,09,474
Furniture and Apparatus (Special Grants only)	16,350	...	...	...	...	§7,228	23,578
Total	2,24,170	...	...	...	1,654	7,228	2,33,052
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,61,386	2,111	3,873	31,541	1,729	50,867	5,51,507

* Includes Rs. 14,562
† From Imperial
‡ Ditto
§ Includes Rs. 792

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,175	1,514	...	...	4,689	9,000	200	1,500	15,004	10,567	11,542	47,813
...	...	...	...	...	...	...	12,592	585	781	476	1,033	6,098	21,565
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,175	1,514	...	...	4,689	21,592	785	2,281	15,480	11,600	17,640	69,378
1,570	6,837	91,117	81,060	1,243	155	1,81,982	64,918	565	10,213	97,804	4,572	44,015	2,22,087
1,920	18,071	53,221	64,946	1,374	650	1,40,182	17,564	1,044	3,871	25,292	5,260	11,137	64,168
...	67,812	18,249	30,767	948	4	1,17,780	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,458	...	...	10,424	377	18,608	35,867
...	...	...	...	...	...	...	21,848	...	...	22,258	4,403	9,674	58,183
150	367	6,563	...	..	...	7,080	9,248	...	702	62	...	1,175	11,187
3,640	93,087	1,69,150	1,76,773	3,565	809	4,47,024	1,20,036	1,609	14,786	1,55,840	14,612	84,609	3,91,492
108	2,85,908	36,716	39,588	535	119	3,62,974	5,937	238	874	6,911	1,991	11,402	27,353
3,244	15,591	19,906	...	...	15	38,756	9,255	1,036	1,972	2,104	7,583	16,729	38,679
3,352	3,01,499	56,622	39,588	535	134	4,01,730	15,192	1,274	2,846	9,015	9,574	28,131	66,032
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,126	63	84	3,669	112	660	7,714
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,507	52	...	...	5,559	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,507	52	...	...	5,559	3,126	63	84	3,669	112	660	7,714
840	73,378	26,482	...	...	31	1,00,731	9,788	200	...	...	6,658	21,823	38,469
...	18,566	6,412	...	24	148	25,150	494	...	5	...	1,783	5,859	8,141
840	91,944	32,894	...	24	179	1,25,881	10,282	200	5	...	8,441	27,682	46,610
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,832	4,86,530	2,67,348	2,17,927	4,124	1,122	9,84,883	1,70,228	3,931	20,002	1,84,004	44,339	1,58,722	5,81,226

from Imperial Revenues.
Revenues.
ditto.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. — English	1,878	592	3,445	5,915
University Education. — Oriental	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING				
University Education. — Medicine	...	...	...	...
Total	1,878	592	3,445	5,915
SECONDARY SCHOOLS.				
School Education, General. — For Boys — High Schools	15,91	7,149	4,615	27,695
School Education, General. — For Boys — Middle Schools — English	4,337	3,267	2,346	9,950
School Education, General. — For Boys — Middle Schools — Vernacular	430	...	1,948	2,378
School Education, General. — For Girls — High Schools	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...
Total	20,698	10,416	8,909	40,023
PRIMARY SCHOOLS.				
School Education, General. — For Boys	1,129	1,674	1,716	4,519
School Education, General. — For Girls	200	943	2,000	3,143
Total	1,329	2,617	3,716	7,662
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...
School Education, Special. — Industrial Schools	17	...	534	551
School Education, Special. — Other Schools	...	...	...	...
Total	17	...	534	551
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	170	...	170
Total	...	170	...	170
University	...	...	...	...
Direction	...	...	...	...
Inspection	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	23,922	13,795	16,604	54,321

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
44,908	200	4,675	31,903	26,146	1,07,832	
12,592	585	781	476	7,131	21,565	
64,548	2,069	2,573	3,062	...	72,252	
1,22,048	2,854	8,029	35,441	33,277	2,01,649	
80,820	7,402	1,02,530	2,07,977	* 81,494	4,80,223	* Includes Rs 14,562 from Imperial Revenues.
19,484	19,115	57,092	94,575	24,034	2,14,300	
...	67,812	18,249	31,197	2,900	1,20,158	
11,329	...	...	11,137	† 26,424	48,890	† Includes Rs. 7,439 from Imperial Revenues
21,848	...	...	22,258	14,077	58,183	
9,398	367	7,265	62	1,175	18,267	
1,42,879	94,696	1,85,136	3,67,206	1,50,104	9,40,021	
10,284	2,86,146	37,590	48,663	17,437	4,00,120	
12,499	16,627	21,878	2,304	27,270	80,578	
22,783	3,02,773	59,468	50,967	44,707	4,80,698	
58,783	...	43	...	...	58,826	
18,992	22	29	25	270	19,338	
3,126	63	84	3,669	772	7,714	
14,940	20	28	...	254	15,242	
6,767	...	5,507	86	534	12,894	
13,836	...	...	...	‡ 16,006	29,842	‡ From Imperial Revenues.
1,16,444	105	5,691	3,780	17,836	1,43,856	
2,18,448	73,578	26,482	...	30,166	3,48,674	
16,844	18,566	6,417	...	§ 15,212	57,039	§ Includes Rs. 792 from Imperial Revenues.
2,35,292	92,144	32,899	...	45,378	4,05,713	
11,906	1,523	...	42,712	7,339	‖ 63,480	‖ Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
42,531	...	...	...	...	42,531	
1,48,965	14,507	1,585	...	93	1,65,150	
15,338	771	2,261	...	4,928	23,298	
7,897	1,015	1,087	...	2,471	12,470	
10,702	41,653	11,224	...	3,195	66,774	
10,839	338	38	...	73	11,288	
19,271	3,992	1,430	...	¶ 5,186	29,879	¶ Includes Rs. 168 from Imperial Revenues.
32,361	57,048	23,358	...	**1,08,379	2,21,146	** Includes Rs. 99,591 from Imperial Revenues.
2,99,810	1,20,847	40,983	42,712	1,31,664	6,36,016	
9,39,256	6,13,419	3,32,206	5,00,106	4,22,966	28,07,953	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC			
			UNDER PUBLIC MANAGEMENT.			
			Managed by Government.			
			Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1			2	3	4	5
		SECONDARY SCHOOLS.	Rs.	Rs.	Rs.	Rs.
School Education, General.	For Boys	High Schools	6,921	1,426	(a) 14,562	22,909
		Middle Schools—English	...	...	...	...
	For Girls	High Schools	4,871	713	(a) 7,439	13,023
		Middle Schools—English	...	...	...	...
		Total ...	11,792	2,139	22,001	35,932
		PRIMARY SCHOOLS.				
	For Boys		...	...	...	...
	For Girls		...	...	...	...
		Total ...	...	...	...	...
Buildings			1,82,604	...	...	1,82,604
Furniture and Apparatus (Special Grants only)			...	...	(a) 792	792
		Total ...	1,82,604	...	792	1,83,396
Scholarships held in Secondary Schools			...	...	...	...
Miscellaneous			...	...	...	...
		Total ...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...			1,94,396	2,139	22,793	2,19,328

(a) From Imperial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1892-93.

INSTITUTIONS.									
UNDER PRIVATE MANAGEMENT.					TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.									
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,251	20,109	256	551	29,167	15,172	21,535	* 15,369	52,076	*Includes Rs. 14,562 from Imperial Revenues.
7,798	7,066	2,104	2,819	19,787	7,798	7,066	4,923	19,787	
3,511	8,944	....	7,940	20,395	8,382	9,657	† 15,379	33,418	† Includes Rs. 7,439 from Imperial Revenues.
20,219	22,258	4,403	5,792	52,672	20,219	22,258	10,195	52,672	
39,779	58,377	6,763	17,102	1,22,021	51,571	60,516	45,866	1,57,953	
1,514	1,224	319	2,409	5,466	1,514	1,224	2,728	5,466	
1,747	1,998	...	1,688	5,433	1,747	1,998	1,688	5,433	
3,261	3,222	319	4,097	10,899	3,261	3,222	4,416	10,899	
4,750	...	5,686	11,096	21,532	1,87,354	...	16,782	2,04,136	
...	...	1,196	783	1,979	...	...	‡ 2,771	2,771	‡ Includes Rs. 792 from Imperial Revenues.
4,750	...	6,882	11,879	23,511	1,87,354	...	19,553	2,06,907	
...	...	...	...	...	1,888	...	465	2,353	
...	...	...	...	...	13,154	...	§ 99,591	1,12,745	§ From Imperial Revenues.
...	...	...	...	...	15,042	...	1,00,056	1,15,098	
47,790	61,599	13,964	33,078	1,56,431	2,57,228	63,738	1,69,891	4,90,857	

Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.				PUBLIC				
				UNDER PUBLIC				
				Managed by				
				Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1				2	3	4	5	6
				Rs.	Rs.	Rs.	Rs.	Rs.
	ARTS COLLEGES.							
University Education.	English			35,908	...	...	13,507	...
	Oriental			...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Medicine			64,548	2,069	2,573	3,062	...
			Total	1,00,456	2,069	2,573	16,569	...
	SECONDARY SCHOOLS.							
School Education, General.	For Boys	High Schools		7,411	...	1,200	11,756	...
		Middle Schools	English	...	...	...	...	...
			Vernacular	...	...	...	...	...
	For Girls	High Schools		...	...	...	...	...
		Middle Schools	English	...	...	...	...	...
			Vernacular	...	...	...	...	...
			Total	7,411	...	1,200	11,756	...
	PRIMARY SCHOOLS.							
	For Boys			4,239	...	...	1,035	...
	For Girls			...	...	...	...	...
			Total	4,239	...	...	1,035	...
	SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters			58,783	...	43	...	...
	Schools of Art			18,992	22	29	25	39
	Law Schools			...	...	...	...	...
	Medical Schools			14,940	20	28	...	36
	Industrial Schools			6,767	...	...	17	...
	Other Schools			13,836	...	...	...	...
			Total	1,13,318	42	100	42	75
Buildings				25,216	...	...	...	1,654
Furniture and Apparatus (Special Grants only)				16,350	...	...	...	...
			Total	41,566	...	...	...	1,654
Scholarships held in	Arts Colleges			...	...	...	...	...
	Professional Colleges			...	...	...	...	...
	Secondary Schools			...	...	...	...	...
	Primary Schools			...	...	...	...	...
	Special Schools other than Training Schools			...	...	...	...	...
Miscellaneous				...	...	...	...	...
			Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION				2,66,990	2,111	3,873	29,402	1,729

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

INSTITUTIONS.

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	49,415	...	...	3,175	1,514	...	...	4,689
...	...	...	...	...	...	...	...	...
...	72,252	...	...	...	...	...	...	...
...	1,21,667	...	...	3,175	1,514	...	...	4,689
5,183	25,550	1,570	6,837	91,117	81,060	1,243	155	1,81,982
...	....	1,920	18,071	53,221	64,946	1,374	650	1,40,182
...	...	...	67,812	18,249	30,767	948	4	1,17,780
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	150	367	6,563	...	...	...	7,080
5,183	25,550	3,640	93,087	1,69,150	1,76,773	3,565	809	4,47,024
...	5,274	108	2,85,908	36,716	39,588	535	119	3,62,97
...	...	3,244	15,591	19,906	...	...	15	38,756
...	5,274	3,352	3,01,499	56,622	39,588	535	134	4,01,730
...	58,826	...	...	...	...	...	...	...
231	19,338	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
218	15,242	...	...	...	...	...	...	...
...	6,784	...	...	5,507	52	...	...	5,559
*16,006	29,842	...	...	...	...	...	...	...
16,455	1,30,032	...	...	5,507	52	...	...	5,559
...	26,87(	840	73,378	26,482	...	...	31	1,00,731
6,436	22,78(	...	18,566	6,412	...	24	148	25,150
6,436	49,65(	840	91,944	32,894	...	24	179	1,25,881
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
28,074	3,32,179	7,832	4,86,530	2,67,348	2,17,927	4,124	1,122	9,84,883

* From Imperial Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	9,000	200	1,500	15,004	10,567	11,542	47,813
University Education. — Oriental	12,592	585	781	476	1,033	6,098	21,565
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	...	...	...	...	...	...	...
Total	21,592	785	2,281	15,480	11,600	17,640	69,378
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	56,667	565	10,213	77,695	4,316	43,464	1,92,920
School Education, General. — For Boys — Middle Schools — English	9,766	1,044	3,871	18,226	3,156	8,318	44,381
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	2,947	...	...	1,480	377	10,668	15,472
School Education, General. — For Girls — Middle Schools — English	1,629	...	...	...	...	3,882	5,511
School Education, General. — For Girls — Middle Schools — Vernacular	9,248	...	702	62	...	1,175	11,187
Total	80,257	1,609	14,786	97,463	7,849	67,507	2,69,471
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,423	238	874	5,687	1,672	8,923	21,887
School Education, General. — For Girls	7,508	1,036	1,972	106	7,583	15,041	33,246
Total	11,931	1,274	2,846	5,793	9,255	24,034	55,133
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Law Schools	3,126	63	84	3,669	112	660	7,714
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...
Total	3,126	63	84	3,669	112	660	7,714
Buildings	5,038	200	...	...	972	10,727	16,937
Furniture and Apparatus (Special Grants only)	494	...	5	...	587	5,076	6,162
Total	5,532	200	5	...	1,559	15,803	23,099
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,22,438	3,931	20,002	1,22,405	30,375	1,25,644	4,24,795

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

TIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM					GRAND TOTAL.	REMARKS.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,878	592	3,445	5,915	44,908	200	4,675	31,903	26,146	1,07,832	
...	...	...	...	12,592	585	781	476	7,131	21,565	
...	...	...	...	64,548	2,069	2,573	3,062	...	72,252	
1,878	592	3,445	5,915	1,22,048	2,854	8,029	35,441	33,277	2,01,649	
15,931	7,149	4,615	27,695	65,648	7,402	1,02,530	1,86,442	66,125	4,28,147	
4,337	3,267	2,346	9,950	11,686	19,115	57,092	87,509	19,111	1,94,513	
430	...	1,948	2,378	...	67,812	18,249	31,197	2,900	1,20,158	
...	...	...	...	2,947	...	...	1,480	11,045	15,472	
...	...	...	...	1,629	...	...	...	3,882	5,511	
...	...	...	...	9,398	367	7,265	62	1,175	18,267	
20,698	10,416	8,909	40,023	91,308	94,696	1,85,136	3,06,690	1,04,238	7,82,068	
1,129	1,674	1,716	4,519	8,770	2,86,146	37,590	47,439	14,709	3,94,654	
200	943	2,000	3,143	10,752	16,627	21,878	396	25,582	75,145	
1,329	2,617	3,716	7,662	19,522	3,02,773	59,468	47,745	40,291	4,69,799	
...	...	...	...	58,783	...	43	...	...	58,826	
...	...	...	...	18,992	22	29	25	270	19,338	
...	...	...	..	3,126	63	84	3,669	772	7,714	
...	...	...	...	14,940	20	28	...	254	15,242	
17	...	534	551	6,767	...	5,507	86	534	12,894	
...	...	...	..	13,836	...	...	...	* 16,006	29,842	* From Imperial Revenues.
17	...	534	551	1,16,444	105	5,691	3,780	17,836	1,43,856	
...	...	...	...	31,094	73,578	26,482	...	13,384	1,44,538	
...	170	...	170	16,844	18,566	6,417	...	12,441	54,268	
...	170	...	170	47,938	92,144	32,899	...	25,825	1,98,806	
...	...	...	...	15,338	771	2,261	...	4,928	23,298	
...	...	...	...	7,897	1,015	1,087	...	2,471	12,470	
...	...	...	...	8,814	41,653	11,224	...	2,730	64,421	
...	...	...	...	10,839	338	38	...	73	11,288	
...	...	...	...	19,271	3,992	1,430	...	† 5,186	† 29,879	† Includes Rs. 168 from Imperial Revenues.
...	...	...	...	19,207	57,048	23,358	...	8,788	1,08,401	
...	...	...	...	81,366	1,04,817	39,398	...	24,176	2,49,757	
23,922	13,795	16,604	54,321	4,78,626	5,97,389	3,30,621	3,93,656	2,45,643	20,45,935	

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	4	1,306	166	...	166	324	...	324
	Local Fund	English	7	1,103	22	...	22	304	...	304
		Vernacular	75	10,139	...	...	...	2,460	...	2,460
	Municipal	English	66	15,089	774	...	774	3,782	...	3,782
		Vernacular	48	7,213	...	...	...	1,568	...	1,568
	Aided	English	49	9,999	808	...	808	2,408	5	2,413
		Vernacular	1	50	50	...	50	...	...	...
	Unaided	English	20	3,824	376	...	376	1,112	...	1,112
		Vernacular	1	86	...	...	...	25	...	25
	Total		271	48,812	2,196	...	2,196	11,983	5	11,988
For Girls.	Government	English	2	303	...	26	26	...	65	65
	Local Fund	Vernacular	1	45	...	...	...	...	5	5
	Municipal	Vernacular	1	90	...	...	...	...	26	26
	Aided	English	21	1,118	...	24	24	...	261	261
		Vernacular	2	342	...	...	...	...	24	24
	Total		27	1,898	...	50	50	...	381	381
TOTAL SECONDARY SCHOOLS ...			298	50,710	2,196	50	2,246	11,983	386	12,369
PRIMARY SCHOOLS.										
For Boys.	Government		4	322	...	...	...	...	...	...
	Local Fund		1,578	70,561	...	...	...	...	...	...
	Municipal		99	8,039	...	...	...	...	...	...
	Aided		61	3,528	...	...	...	...	...	...
	Unaided		20	931	...	...	...	...	...	...
	Total		1,762	83,381	...	...	...	...	...	...
For Girls.	Local Fund		89	2,473	...	...	...	...	...	...
	Municipal		105	3,835	...	...	...	...	...	...
	Aided		126	3,918	...	...	...	...	...	...
	Unaided		5	188	...	...	...	...	...	...
	Total		325	10,414	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,087	93,795	...	...	...	...	...	...
GRAND TOTAL ...			2,385	144,505	2,196	50	2,246	11,983	386	12,369

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1892-93.

UPPER PRIMARY STAGE.			ER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4								
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
393	..	393	423	...	423	...	...	...	1,306	...	1,306
319	...	319	458	...	458	...	...	...	1,103	...	1,103
1,753	...	1,753	5,605	...	5,605	321	...	321	10,139	...	10,139
4,446	...	4,446	5,932	...	5,932	155	...	155	15,089	...	15,089
1,213	...	1,213	3,976	...	3,976	456	..	456	7,213	...	7,213
2,491	6	2,497	4,054	16	4,070	211	...	211	9,972	27	9,999
..	...	...	...	...	...	...	..	...	50	...	50
903	...	903	1,386	...	1,386	47	...	47	3,824	...	3,824
60	...	60	4	...	4	...	...	...	89	...	89
11,578	6	11,584	21,838	16	21,854	1,190	...	1,190	48,785	27	48,812
...	91	91	...	121	121	...	...	...	...	303	303
...	11	11	...	29	29	...	...	...	...	45	45
...	64	64	...	...	...	...	...	...	...	90	90
4	263	267	54	512	566	...	...	...	58	1,060	1,118
...	59	59	...	259	259	...	...	...	...	342	342
4	488	492	54	921	975	...	...	...	58	1,840	1,898
11,582	494	12,076	21,892	937	22,829	1,190	...	1,190	48,843	1,867	50,710
89	...	89	233	...	233	...	...	...	322	...	322
12,018	..	12,018	57,800	...	57,800	743	...	743	70,561	...	70,561
497	...	497	6,619	...	6,619	923	...	923	8,039	...	8,039
367	4	371	3,049	18	3,067	90	...	90	3,506	22	3,528
155	...	155	724	...	724	52	...	52	931	...	931
13,126	4	13,130	68,425	18	68,443	1,808	...	1,808	83,359	22	83,381
..	207	207	...	2,238	2,238	...	28	28	...	2,473	2,473
...	230	230	...	3,520	3,520	...	85	85	...	3,835	3,835
4	226	230	26	3,301	3,327	...	361	361	30	3,888	3,918
...	9	9	...	152	152	...	27	27	...	188	188
4	672	676	26	9,211	9,237	...	501	501	30	10,384	10,414
13,130	676	13,806	68,451	9,229	77,680	1,808	501	2,309	83,389	10,406	93,795
24,712	1,170	25,882	90,343	10,166	100,509	2,998	501	3,499	132,232	12,273	144,505

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.				Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
						1		
						Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For Boys ...	Government	... English	...	2	378	36	...	36
	Aided	English	...	8	409	49	...	49
		Total	...	10	787	85	...	85
For Girls ...	Government	... English	...	2	303	...	26	26
	Aided	English	...	16	808	...	8	8
		Total	...	18	1,111	...	34	34
TOTAL SECONDARY SCHOOLS			...	28	1,898	85	34	119
PRIMARY SCHOOLS.								
For Boys—Aided			...	3	93	...	...	...
		Total	...	3	93	...	...	...
For Girls—Aided			...	3	78	...	...	...
		Total	...	3	78	...	...	...
TOTAL PRIMARY SCHOOLS			...	6	171	...	...	...
GRAND TOTAL			...	34	2,069	85	34	119

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1892-93.

Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*			Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			Total.		
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
82	...	82	102	...	102	158	...	158	378	...	378
135	5	140	112	6	118	86	16	102	382	27	409
217	5	222	214	6	220	244	16	260	760	27	787
...	65	65	...	91	91	...	121	121	...	303	303
...	195	195	4	198	202	54	349	403	58	750	808
...	260	260	4	289	293	54	470	524	58	1,053	1,111
217	265	482	218	295	513	298	486	784	818	1,080	1,898
...	...	...	18	4	22	53	18	71	71	22	93
...	...	...	18	4	22	53	18	71	71	22	93
...	...	...	4	14	18	26	34	60	30	48	78
...	...	...	4	14	18	26	34	60	30	48	78
...	...	...	22	18	40	79	52	131	101	70	171
217	265	482	240	313	553	377	538	915	919	1,150	2,069

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	928	130	...	130	242	...	242
	Local Fund	English	7	1,103	22	...	22	304	...	304
		Vernacular	75	10,139	...	...	...	2,460	...	2,460
	Municipal	English	66	15,089	774	...	774	3,782	...	3,782
		Vernacular	48	7,213	...	...	...	1,568	...	1,568
	Aided	English	41	9,590	759	...	759	2,273	...	2,273
		Vernacular	1	50	50	...	50	...	...	...
	Unaided	English	20	3,824	376	...	376	1,112	...	1,112
		Vernacular	1	89	...	...	...	25	...	25
	Total		261	48,025	2,111	...	2,111	11,766	...	11,766
For Girls.	Local Fund	Vernacular	1	45	...	...	...	...	5	5
	Municipal	Vernacular	1	90	...	...	...	...	26	26
	Aided	English	5	310	...	16	16	...	66	66
		Vernacular	2	342	...	...	...	...	24	24
	Total		9	787	...	16	16	...	121	121
TOTAL SECONDARY SCHOOLS			270	48,812	2,111	16	2,127	11,766	121	11,887
PRIMARY SCHOOLS.										
For Boys.	Government		4	322	...	...	...	...	...	...
	Local Fund		1,578	70,561	...	...	...	...	...	...
	Municipal		99	8,039	...	...	...	...	...	...
	Aided		58	3,435	...	...	...	...	...	...
	Unaided		20	931	...	...	...	...	...	...
	Total		1,759	83,288	...	...	...	...	...	...
For Girls.	Local Fund		89	2,473	...	...	...	...	...	...
	Municipal		105	3,835	...	...	...	...	...	...
	Aided		123	3,840	...	...	...	...	...	...
	Unaided		5	188	...	...	...	...	...	...
	Total		322	10,336	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			2,081	93,624	...	...	...	...	...	...
GRAND TOTAL			2,351	142,436	2,111	16	2,127	11,766	121	11,887

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1892-93.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
291	...	291	265	...	265	...	...	...	928	...	928
319	...	319	458	...	458	...	...	...	1,103	...	1,103
1,753	...	1,753	5,605	..	5,605	321	...	321	10,139	...	10,139
4,446	...	4,446	5,932	...	5,932	155	...	155	15,089	...	15,089
1,213	...	1,213	3,976	...	3,976	456	...	456	7,213	...	7,213
2,379	...	2,379	3,968	...	3,968	211	...	211	9,590	...	9,590
...	...	...	...	...	...	...	...	...	50	...	50
903	...	903	1,386	...	1,386	47	...	47	3,824	...	3,824
60	...	60	4	...	4	...	...	...	89	...	89
11,364	...	11,364	21,594	...	21,594	1,190	...	1,190	48,025	...	48,025
...	11	11	...	29	29	...	...	...	...	45	45
...	64	64	...	...	...	...	...	...	...	90	90
...	65	65	...	163	163	...	...	...	...	310	310
...	59	59	...	259	259	...	...	...	...	342	342
...	199	199	...	451	451	...	...	...	...	787	787
11,364	199	11,563	21,594	451	22,045	1,190	...	1,190	48,025	787	48,812
89	...	89	233	...	233	...	...	...	322	...	322
12,018	...	12,018	57,800	...	57,800	743	...	743	70,561	...	70,561
497	...	497	6,619	...	6,619	923	...	923	8,039	...	8,039
349	...	349	2,996	...	2,996	90	...	90	3,435	...	3,435
155	...	155	724	...	724	52	...	52	931	...	931
13,108	...	13,108	68,372	...	68,372	1,808	...	1,808	83,288	...	83,288
...	207	207	...	2,238	2,238	...	28	28	...	2,473	2,473
...	230	230	...	3,520	3,520	...	85	85	...	3,835	3,835
...	212	212	...	3,267	3,267	...	361	361	...	3,840	3,840
...	9	9	...	152	152	...	27	27	...	188	188
...	658	658	...	9,177	9,177	...	501	501	...	10,336	10,336
13,108	658	13,766	68,372	9,177	77,549	1,808	501	2,309	83,288	10,336	93,624
24,472	857	25,329	89,966	9,628	99,594	2,998	501	3,499	131,313	11,123	142,436

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1892-93.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ARTS COLLEGES.																			
1. Master of Arts	1	2	...	3	8	2	...	1	11	5	1	...	1	7	...	...	5	2	...
2. Bachelor of Arts	1	2	...	3	42	46	...	30	118	16	26	...	9	51	...	...	38	13	...
3. First Arts	2	2	1	5	48	70	40	38	196	37	48	27	15	127	...	5	103	19	...
ORIENTAL COLLEGES.																			
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1	...	1	...	...	1	...	...	...	1	...
2. Bachelor of Oriental Learning	...	1	...	1	...	3	...	3	6	...	2	...	1	3	...	...	1	2	...
3. Honors in Sanskrit	...	1	...	1	...	1	...	3	4	...	1	...	1	2	...	...	2	...	...
3. „ „ Arabic	...	2	...	2	...	8	...	...	8	...	4	...	...	4	...	...	...	4	...
3. „ „ Persian	...	1	...	1	...	2	...	7	9	...	2	...	3	5	...	...	...	5	...
4. High Proficiency in Sanskrit	...	2	3	5	...	6	7	3	16	...	1	2	1	4	...	...	4	...	...
4. „ „ „ Arabic	...	1	1	2	...	5	1	...	6	...	4	...	...	4	...	...	...	4	...
4. „ „ „ Persian	...	1	...	1	...	2	...	2	4	...	1	...	...	1	...	...	...	1	...
5. Proficiency in Sanskrit	1	2	7	10	1	13	23	4	41	1	5	2	1	9	...	...	9	...	...
5. „ „ Arabic	...	1	1	2	...	5	1	3	9	...	5	1	1	7	...	...	...	7	...
5. „ „ Persian	...	2	...	2	...	3	...	3	6	...	1	...	2	3	...	...	...	3	...

Colleges for Professional Training.																						
Law.																						
1. Bachelor of Law		...	...	...	...	...	...	...	...	1	1	...	...	...	1	1	...	...	1	...	...	
Medicine.																						
1. M. B.		1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	...	1	...		
2. L. M. S.		1	...	...	1	23	...	...	...	23	14	...	...	...	14	...	1	11	2	...		
3. First M. B.		1	...	...	1	4	...	...	...	4	1	...	...	...	1	...	...	...	1	...		
3. „ L. M. S.		1	...	...	1	(a) 36	...	...	...	(a) 36	11	...	...	...	11	...	1	9	1	...		
Schools for General Education.																						
Matriculation	Boys	27	26	12	65	436	413	182	249	1,280	297	276	110	101	784	18	34	524	207	1		
	Girls	1	5	...	6	8	9	...	...	17	...	3	...	...	3	1	2	...	...	...		
Middle School Examination	Boys	198	50	23	271	2,800	948	444	666	4,858	1,771	456	99	178	2,504	57	26	1,688	733	...		
	Girls	5	16	...	21	21	66	...	...	87	13	57	...	...	70	45	13	4	8	...		
Upper Primary Examination	Boys	1,350	76	14	1,440	8,962	1,352	144	171	10,629	6,568	938	93	112	7,711	66	40	4,947	2,636	22		
	Girls	80	41	...	121	252	217	...	...	469	162	135	...	...	297	79	28	100	89	1		
Lower Primary Examination	Boys	1,603	100	15	1,718	14,199	1,398	158	122	15,877	10,739	984	95	64	11,882	61	11	7,134	4,622	54		
	Girls	122	88	...	210	653	468	...	...	1,121	329	256	...	...	585	102	40	264	178	1		
Schools for Special Instruction.																						
1. Training School Examination for Masters.	Upper	1	...	...	1	50	...	...	26	76	34	...	...	13	47	...	...	34	13	...		
	Lower	6	...	...	6	310	...	...	124	434	248	...	...	79	327	...	...	215	112	...		
2. Training School Examination for Mistresses.	Upper	1	3	...	4	2	7	...	...	9	2	3	...	...	5	...	2	1	2	...		
	Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
3. Medical Examination		1	...	...	1	50	...	...	...	(b) 50	30	...	...	...	(c) 30	...	1	20	9	...		
4. Industrial School Examination		1	...	...	1	44	...	...	...	44	35	...	...	...	35	...	...	12	23	...		
5. Veterinary Examination		1	...	...	1	56	...	...	...	56	49	...	...	...	49	...	...	14	35	...		

(a) Includes three girls.
(b) Do. two do.
(c) Do. one girl.

EDUCATION—GENE

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	200	200
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	585	585
Colleges or Departments of Colleges for Professional Training.															
Medicine	...	...	...	...	...	...	...	...	...	...	...	2,069	...	...	2,069
Total	...	...	...	...	...	...	...	...	...	...	...	2,069	...	785	2,854
School Education, General. — Secondary Schools.															
For Boys—															
High Schools	1	197	178	108	1,200	2,518	...	855	...	...	4,573	...	4,319	565	7,402
Middle Schools English	6	906	914	728	...	3,505	663	7,406	245	...	11,819	...	14,566	1,044	19,115
Middle Schools Vernacular	75	10,139	10,172	8,159	...	50,353	630	16,803	567	4	68,357	...	17,459	...	67,812
For Girls—															
Middle Schools—Vernacular	1	45	42	39	41	367	...	...	...	...	408	...	...	...	367
Total	83	11,287	11,306	9,034	1,241	56,743	1,293	25,064	812	4	85,157	...	36,344	1,609	94,696
Primary Schools.															
For Boys	1,578	70,561	69,895	55,017	108	2,83,830	46	27,644	535	119	3,12,282	...	2,078	238	2,86,146
For Girls	89	2,473	2,374	1,813	1,242	13,634	323	...	...	15	15,214	...	1,957	1,036	16,627
Total	1,667	73,034	72,269	56,830	1,350	2,97,464	369	27,644	535	134	3,27,496	...	4,035	1,274	3,02,773
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	22	...	...	22
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	63	63
Medical Schools	...	...	...	...	...	..	...	...	...	...	...	20	...	...	20
Industrial Schools	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	42	...	63	105
Buildings	...	...	...	...	583	56,383	...	...	...	31	56,997	...	16,995	200	73,578
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	18,026	187	...	...	84	18,297	...	540	...	18,566
Total	...	...	...	...	583	74,409	187	...	...	115	75,294	...	17,535	200	92,144
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,507
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	771
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,015
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,653
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	338
Special Schools other than Training Schools	...	...	...	...	..	...	...	...	...	...	...	...	...	...	3,992
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	58,571
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,20,847
Grand Total	1,750	84,321	83,575	65,864	3,174	4,28,616	1,849	52,708	1,347	253	4,87,947	2,111	57,914	3,931	6,13,419

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY				
Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	30	27	22	...	3,175	...	1,514	...	...	4,689	...	...	1,500	4,675	4,875
...	...	...	...	...	...	...	...	...	...	...	...	...	781	781	1,366
...	...	...	...	...	...	...	...	...	...	...	2,573	...	...	2,573	4,642
1	30	27	22	...	3,175	...	1,514	...	...	4,689	2,573	...	2,281	8,029	10,883
20	6,413	6,853	5,603	370	91,117	4,319	80,205	1,243	155	1,77,409	1,200	...	10,213	1,02,530	1,09,932
46	8,676	9,060	7,078	1,920	52,558	14,566	57,540	1,129	650	1,28,363	...	663	3,871	57,092	76,207
48	7,213	7,386	5,939	...	17,619	17,459	13,964	381	...	49,423	...	630	...	18,249	86,061
1	90	96	77	109	6,563	...	...	...	...	6,672	...	...	702	7,265	7,632
115	22,392	23,395	18,697	2,399	1,67,857	36,344	1,51,709	2,753	805	3,61,867	1,200	1,293	14,786	1,85,136	2,79,832
99	8,039	7,716	6,142	...	36,670	2,078	11,944	...	...	50,692	...	46	874	37,590	3,23,736
105	3,835	3,684	2,693	2,002	19,583	1,957	...	...	...	23,542	...	323	1 972	21,878	38,505
204	11,874	11,400	8,835	2,002	56,253	4,035	11,944	...	...	74,234	...	369	2,846	59,468	3,62,241
...	...	...	...	...	...	...	...	...	...	...	43	...	...	43	43
...	...	...	...	...	...	...	...	...	...	...	29	...	...	29	51
...	...	...	...	...	...	...	...	...	...	...	...	...	84	84	147
...	...	...	...	...	...	...	...	...	...	...	28	...	...	28	48
2	168	199	144	...	5,507	...	52	...	...	5,559	...	...	...	5,507	5,507
2	168	199	144	...	5,507	...	52	...	...	5,559	100	...	84	5,691	5,796
...	...	...	...	257	26,482	16,995	...	...	...	43,734	...	...	...	26,482	1,00,060
...	...	...	..	...	6,225	540	...	24	64	6,853	...	187	5	6,417	24,983
...	...	...	...	257	32,707	17,535	...	24	64	50,587	...	187	5	32,899	1,25,043
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,585	16,092
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,261	3,032
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,087	2,102
...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,224	52,877
...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	376
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,430	5,422
...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,358	81,929
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,983	1,61,830
322	34,464	35,021	27,698	4,658	2,65,499	57,914	1,65,219	2,777	869	4,96,936	3,873	1,849	20,062	3,32,206	9,45,625

REPORT

ON

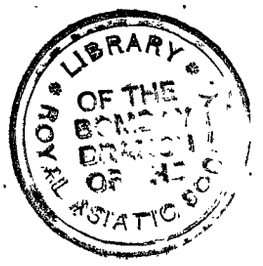
PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1893-94,



BY

J. SIME, ESQUIRE,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:

THE "CIVIL AND MILITARY GAZETTE" PRESS,

Contractors to the Punjab Government.

1894.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department,
No. 1056, dated 14th December 1894

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1893-94, forwarded with his letter No. 54 S., dated 28th September 1894.

REMARKS.—There were 9,326 schools and colleges in the Punjab attended by 261,425 scholars in 1893-94 as compared with 9,244 institutions with 251,099 students in 1892-93 and 9,404 institutions with 260,277 students in 1891-92. The falling-off last year, which was ascribed to the sickliness of the season, has been made good. 4,343 schools with over 52,000 pupils do not aim at imparting secular instruction, but at teaching the Kurán or some other religious book by rote. Of the remaining 209,000 scholars, 152,000 attended 2,443 public institutions (a term which includes 326 schools under private management which follow the course of study prescribed for Government schools), and 57,000 attended 2,540 private schools. The extent to which the latter now earn grants as the result of examinations by officers of the Educational Department is a very hopeful feature. In the year under report 681 schools with 25,846 pupils received aid in this way. Mr. Sime thinks that educational development will in the future be mainly the result of private enterprise. Of Muhammadan boys of school-going age 12 per cent., of Hindús 15, and of Sikhs 16½ per cent. attend school; but, when it is remembered that two-fifths of the Musalmán scholars merely learn the Kurán by rote, the backwardness of that community as regards education may be gauged. Fortunately the more intelligent Muhammadans are quite alive to the need of improvement, and are making efforts to stir up a desire for education among their poorer co-religionists.

2. The expenditure on education is steadily rising. In the last five years the annual increase has averaged Rs. 90,000. The growth is much more marked under the heads of Provincial Revenues and Fees than under that of Local Funds. The proportion of the whole cost of education met from District and Municipal Funds is not quite as large as it was in 1889-90, while Provincial Revenues now contribute 32 per cent. and fees 19 per cent. of the expenditure as compared with 29 and 16 per cent., respectively, in that year. It appears, however, from the table on pages 12 and 13 of the Report that District Boards devote 21 per cent. of their income to education, and that they now spend one-fourth more than they did in 1885-86 when the schools were localised. It appears from the Report that Municipalities spend 7½ per cent. of their funds on education; but that the income realized *per contra* reduces the net expenditure to 5½ per cent. It was noticed in last year's review that some Municipalities actually made a profit out of their schools, the income from the Government grant and fees exceeding the expenditure. The only Municipality liable to this charge in the past year, so far as the table on pages 14—23 shows, was Ráhon in the Jullundur District; but there are several large Municipalities, *e.g.*, Jullundur and Mooltan, which spend a good deal less on their schools than they did in 1885-86. In August 1893 the Director was asked to take up from time to time the cases of particular Municipalities that appeared to be spending less on education than they ought, and to refer them to Government with proposals for the transfer of the grants from Provincial to Local Funds without compensation, where this could be done without exceeding the minimum amount which the Local Bodies in question might be required to spend. It was at the same time laid down that the question whether a Municipality was or was not spending less than it ought was one to be decided with reference to the whole financial circumstances of the Municipality, and to what, having regard to other claims upon its funds, it could properly afford for education. Cases like that of the Ráhon Municipality in Jullundur should be considered with reference to these orders.

3. The remarks on moral training in paragraph 19 are satisfactory as far as they go. It is unfortunate that the management of schools by Local Bodies is sometimes not conducive to good discipline. The inducements held out to scholars to leave their old schools and join newly-established schools where rules are laxer also present a serious and growing danger to discipline. The strange feature about this is that the matter seems often to be arranged between the boys and the proprietor of the new school without any reference whatever to the parents. The Lieutenant-Governor has noted with satisfaction that the past year is described as one of marked progress in the matter of physical instruction and games.

4. The table in paragraph 28 is interesting, and might be given yearly; but the figures should exclude rote schools. The low position taken by the districts of the Delhi Division (excluding Simla) is remarkable. In connection with what is said in paragraph 29 regarding private enterprise in education, the Lieutenant-Governor visited the Hindu-Muhammadan School at Umballa the other day and found that the building, which seems an excellent one and has been erected at a very small cost, has been completed, and that the Inspector's report on the institution is favourable. It was highly gratifying to His Honor to find members of the two religious persuasions sinking their differences and co-operating for a useful purpose of this kind. Lála Ságar Chand may be right in saying, as he is reported to have said in paragraph 30, that all sects of the people are now anxious to have schools of their own denomination; but if he is, Sir Dennis Fitzpatrick cannot think that the matter is altogether one for congratulation. In a country like India where sectarian feeling is apt to be so bitter, His Honor would prefer to see education extending on non-denominational lines.

5. Under the head of University education the progress is on the whole striking. When, however, the Lieutenant-Governor sees the number of B. A. degrees taken more than doubled in a single year, he cannot help asking himself where all these young men are to find suitable employment. There are now eight Arts Colleges, one managed by Government, one by the Amritsar Municipality, four by Missionary bodies, and the other two by Hindu and Muhammadan religious societies. Only two of these, the Government College at Lahore and St. Stephen's College at Delhi, present students for the M. A. Examination. The American Mission College and the Daya Nand Anglo-Vedic College at Lahore teach up to the B. A., and the four Mission Colleges up to the Intermediate Standard. The four larger colleges had 716 and the others only 81 students. But most of the minor colleges are only in their infancy, and a considerable expansion may be looked for. It is worth noting that 1 student out of 7 holds a scholarship. The advance of the Daya Nand College has been remarkable. The number of students on its rolls was nearly doubled during the year, and the percentage of passes which it secured in the Intermediate Examination was higher than that of any other college. On the whole, judged by the examination standard, the Government College at Lahore has been the most successful of these institutions. The number of students attending it rose considerably; the full rate of fees as laid down in Article 215 of the Education Code was levied for the first time; and this, combined with the increase in the number of students, caused a considerable rise in the income from this source. Still only 27 per cent. of the expenditure was covered by fees as compared with 30 per cent. in St. Stephen's College, 52 per cent. in the Lahore Mission College, and 56 per cent. in the Daya Nand College.

6. With reference to Mr. Sime's remarks in paragraph 78 on the expensiveness of the Oriental College, there is nothing to add to what was said in paragraph 5 of last year's review. It is noteworthy that 52 out of 73 students in the College Department hold scholarships. The remarks made and the suggestions for correcting the present eccentricities in the results of examinations at the Medical College put forward by the Inspector-General of Civil Hospitals in his review of the report of the Principal of the Lahore Medical College which are

quoted in paragraph 79 seem to call for notice from the University. The Lieutenant-Governor agrees with the suggestion made by the Principal of the Medical College at Lahore that it is most desirable to make attainments up to the Intermediate Standard the basis of medical study at that institution on the licentiate as well as the degree side, and he wishes a separate report on the subject to be submitted. It might also be advisable as proposed in the same paragraph to make known through the medium of District Officers the facilities which exist for girls in obtaining a free medical education. The education in the Medical College as in the Oriental College is almost entirely eleemosynary. His Honor will be glad to receive a separate report showing what fees are at present charged and whether any enhancement is considered possible.

7. There were two more High Schools and nine more Middle Schools in existence this year than in 1892-93, and the increase in the number of schools was accompanied by a considerable rise in the number of scholars. Altogether some 14,000 boys, of whom nearly one-fourth are classed as agriculturists, now receive a secondary education. Every eighth boy is a scholarship-holder. But the income from fees is rising, and in High and Middle Schools it now covers 42 per cent. of the total expenditure. Sir Dennis Fitzpatrick understands that in both Secondary and Primary Schools the full scale of fees allowed by Article 221 of the Punjab Education Code has now been reached, but he thinks that in a year or two the question of a further revision of fees in the Punjab, especially as regards Secondary and University education, will have to be taken up. Even now fees only recoup us for 19 per cent. of the expenditure for education, which is far below the standard reached in some other provinces. The preference for an English education as being the best road to Government employment is very marked. All the new Middle Schools were Anglo-Vernacular, and the Director notices that the people of the little town of Jámpur, in the Dera Gházi Khan District, raised the sum of Rs. 12,000 to ensure the alteration in the status of their school from Vernacular to Anglo-Vernacular. Eighty-six per cent. of the candidates at the Middle School examination passed as compared with 54 per cent. last year. It looks as if the standard set up by the examiners had swayed from undue severity to excessive leniency. Seventy-three per cent. of the candidates who appeared at the Entrance Examination were successful.

8. There was an increase of 26 in the number of Primary Schools, and it is interesting to notice that 16 of the new schools were not Government institutions. Including the scholars in the primary departments in the Middle Schools the number of boys under primary instruction rose from 117,000 to 122,000, of whom 44 per cent. are returned as agriculturists. To these may be added some 25,000 boys in private schools which receive grants from Government. There was a satisfactory increase in fees which covered one-eighth of the total expenditure. The use or abuse of scholarships does not extend to the Primary Schools. If, as hinted at in paragraph 97, there is a tendency on the part of some Municipalities to starve Primary Schools, it is a tendency which should be checked. As regards the Zamíndári and Gurmukhi Schools Sir Dennis Fitzpatrick has nothing to add to what he said in the last two reviews of the Education Report.

9. With reference to the remarks in paragraph 105, the Lieutenant-Governor thinks that as one of the great functions of the schools is to turn out clerks and patwáris, the pupils ought at least to be taught to write clearly. The defects in our system of teaching referred to in this paragraph are no doubt serious, but, as Lála Ságar Chand has remarked, it does not follow that our inspecting officers and training institutions have been useless, for without them the results would have been far worse. Mr. Sime's suggestion in paragraph 106, that the visits of the District Inspector to any school should be mainly directed to seeing that defects pointed out on previous occasions are actually taken in hand, seems sound and practical.

10. In paragraph 109 Mr. Sime has commented on the inadequacy or total absence of school buildings in many localities, and has expressed his opinion that it would be well if no Board School were opened without an

assured prospect of suitable accommodation. As to this it is unfortunate that the Educational Department, like all other Departments, has to be stinted for the present in the matter of building grants; but the Lieutenant-Governor would hardly have thought it necessary to restrict the extension of schools on this account. When we remember the sort of houses in which the great bulk of the students live, we need not allow the fact of their being compelled during the few hours they are at school to put up with accommodation of an inferior sort to stand in the way of their being educated. Sir Dennis Fitzpatrick has noted with satisfaction that the Director contemplates (paragraph 111) the gradual withdrawal of Board Schools as efficient aided or unaided schools become firmly established. Such action is in accordance with the policy of the Government of India.

11. With reference to the remarks in Chapter V on schools for special education, the Lieutenant-Governor notices that only 66 per cent. of the expenditure on the Law School was covered by fees. His Honor thinks that a school of this sort ought to be self-supporting. Mr. Andrews seems to have carried on the work of the Mayo School of Art satisfactorily on the whole, notwithstanding the heavy calls on his time in connection with the Punjab Exhibition. It can scarcely be said that the results of this school are great so far as "Art" is concerned. It has turned out during the year 4 pupils who have become teachers in industrial schools, 3 who have become wood-carvers and architects, and one who has become a carpet designer. There were 6 others who "returned to their hereditary trades," but as it is not stated what those trades were it is not possible to judge how far an art training would be useful in them. Thirteen pupils obtained places in the Public Works or other Government Departments in which some of the drawing they learned would doubtless be important to them, but that is art work only in the humbler sense. The truth is the field open to the artist in this Province is an extremely small one, and is likely to continue so for a long time to come.

12. Under the head of Industrial Schools credit is due to the Hon'ble Bába Khem Singh, C.I.E., for the example he has set in opening a Technical School at Ráwalpindi, and the Lieutenant-Governor is glad to see it reported that the institution shows signs of vitality. As regards the Railway Technical School, Lahore, it is something that the school during the year sent 6 of its pupils to the Railway Workshops; but His Honor would like to know in what capacity they got employment there, and whether it was of a superior nature to what they would have got if they had not passed through the school. He would like further to know as regards the 9 who "returned to their hereditary handicrafts" what those handicrafts were. Information on this latter point should be given also as regards the 18 students of the Amritsar Industrial School referred to in paragraph 148. In the case of the Delhi Industrial School, too, information should be given as to what became of the pupils who left during the year. Without this it is impossible to form any estimate of the value of such a school.

13. Little can be added to what was said in paragraph 13 of last year's review on the subject of female education. The scholarships, which are numerous, are paid from Provincial Revenues, but the total amount is not large. In paragraph 35 Mr. Sime pays a well-earned tribute to the thoroughness of Miss Francis' work.

14. Chapter VII deals with the education of special classes. The report as regards European schools is satisfactory. The examination results are good, and proper attention is paid to discipline. Muhammadans have during the year under report had a fair amount of success in University examinations. They have now their own Arts College. It would appear from the table on page 88 that proportionately to their number three times as many Hindu as Muhammadan boys receive secondary instruction. As regards the Aitchison College, the incident referred to by the Director in paragraph 184 was a most unhappy one, but the Lieutenant-Governor has every hope that under Sir Benjamin Bromhead the College will improve.

15. The scheme mentioned in paragraph 200, whereby the Text-book Committee are to get five selected books annually translated into Urdu, is an interesting experiment.

16. In conclusion, the Lieutenant-Governor desires to thank Mr. Sime for his able administration of the Department under his charge and for the deep interest he takes in education. In fact, the only thing His Honor has to say against him is that his report is too long. The loss of the services of Mr. Lewis, late Inspector of Schools for the Lahore Circle, is a serious one to the Province. Miss Francis' consistent efforts to extend female education are especially praiseworthy on account of the peculiar difficulties against which she has to contend. The thanks of Government are also due to the other officers commended by Mr. Sime.

ORDER.—Ordered that the above Remarks be printed and circulated with the Report, also that they be published in the Government Gazette and be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—15-12-94—392.

CONTENTS.

		Page.
CHAPTER I.—GENERAL SUMMARY		3
„ *II.*—CONTROLLING AGENCIES		26
„ *III.*—UNIVERSITY EDUCATION		31
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)		43
A.—Secondary Education	43	
B.—Primary Schools	51	
C.—General Questions	55	
D.—Education in Native States	59	
„ *V.*—SCHOOL EDUCATION—SPECIAL		61
A.—Training Institutions for Teachers	61	
B.—Institutions for Technical Instruction	66	
„ *VI.*—FEMALE EDUCATION (NATIVES)		73
„ *VII.*—EDUCATION OF SPECIAL CLASSES		81
A.—Europeans	81	
B.—Muhammadans	87	
C.—Native Chiefs, &c.	89	
D.—Low Castes, &c.	90	
„ *VIII.*—PRIVATE SCHOOLS		92
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS		95
APPENDICES.—A to L		i—lvii
STATISTICAL TABLES.—GENERAL TABLES Nos. I to VII		i—xxix

CHAPTER I.—GENERAL SUMMARY.

Para.		*Page.*
1	General statistics	3
2	Number of institutions and scholars	„
3	Colleges	„
4	Secondary Schools	„
5	Primary Schools	„
6	Schools for Special Instruction	4
7	Classification of Public Institutions according to management ...	„
8	Private Institutions	„
9	Scholars according to race or creed	5
10	Expenditure	„
11	Direct expenditure	„
12	Indirect expenditure	6
13	Expenditure from Imperial Revenues	„
14	Expenditure from Provincial Revenues	„
15	Expenditure from District and Municipal Funds	7
16	Expenditure from Other Sources	„
17	Fees	„
18	Examination results	„
19	Moral training	8
20	Physical training	„
21	General progress	9
22	Management of Schools by District Boards	„
23	Management of Schools by Municipal Boards	„
24	Extent to which District Boards fulfil their obligations as to expenditure on education	10
25	Obligations of District Boards considered by Circles and Districts ...	„
26	Extent to which Municipal Boards fulfil their pecuniary obligations to education	11
27	Obligations of Municipal Boards considered by Circles...	„
28	Comparison of boys under instruction in the different Districts ...	„
29	Private enterprise in education	24
30	Causes of present activity	25

CHAPTER II.—CONTROLLING AGENCIES.

Para.		*Page.*
31	Direction	26
32	Inspectors of Schools	,,
33	Assistant Inspectors	,,
34	Inspection work	,,
35	The Inspectress of Schools	27
36	District Inspectors	,,
37	Help from District officials	28
38	General Educational Conference	,,
39	Matters considered by the Conference	,,
40	Government Resolution on the Proceedings of the Conference	29
41	Departmental Conference	,,

CHAPTER III.—UNIVERSITY EDUCATION.

42	University Convocation	31
43	Examination results	,,
44	Calcutta University Examinations	,,
45	Punjab University Examinations	,,
46	Oriental Language Examinations	32
47	Law Examinations	,,
48	Medical Examinations	,,
49	Engineering Examinations	,,
50	Arts Colleges	33
51	Number of students	,,
52	Expenditure	,,
53	Scholarships	34
54	Examination results for the Provincial Colleges	,,
55	Results in each subject	35
	Lahore Government College—	
56	Principal's Report	35
57	Statistics for the year	,,
58	Examination results	36
59	General remarks	,,
	St. Stephen's College, Delhi—	
60	Principal's Report	36
61	Statistics for the year	37
62	Examination results	,,
63	General remarks	,,
	Lahore Mission College—	
64	Principal's Report	37
65	Statistics for the year	,,
66	Examination results	,,
67	General remarks	38
	The Minor Colleges—	
68	Reports on the Minor Colleges	38
69	Daya Nand College	,,
70	Amritsar Municipal Board College	,,
71	Siálkot Mission College	,,
72	Islámiya College, Lahore	39
73	Mission College, Ráwalpindi	,,
	The Oriental College, Lahore—	
74	Principal's Report	39
75	Number and distribution of students	,,
76	Expenditure	,,
77	Examination results	,,
78	General remarks	40
	The Medical College, Lahore—	
79	Principal's Report	40
	Review of Inspector-General	,,

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

	Section A.—Secondary Education—	
80	Statistical table	43
81	Number of schools	,,
82	Number of scholars	,,
83	Expenditure	44
84	Fees	45
85	Scholarships	,,
86	Examination results	,,

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)—*concld.*

Section A.—Secondary Education—*concld.*

Para.		*Page.*
87	Entrance Examination	46
88	The most successful schools	47
89	Middle School Examination	,,
90	The most successful schools	48
91	Calcutta Entrance Examination	,,
92	Boarding Houses	49
93	Their main object	,,
94	Advance of English compared with Vernacular Education	50

Section B.—Primary Schools—

95	Statistics	51
96	Number of schools and scholars	,,
97	Expenditure	52
98	Fees	,,
99	Scholarships	53
100	Examination results	,,
101	Upper Primary Examination	54
102	Lower Primary Examination	,,
103	Zamíndárí Schools	,,
104	Gurmukhí Classes	55

Section C.—General Questions—

105	Character of the instruction given in the schools	55
106	Suggestions for improvement	56
107	Conduct and discipline	,,
108	Physical training	,,
109	School buildings and accommodation	57
110	Furniture and appliances	58
111	General progress	,,
112	Teachers' Associations	,,

Section D.—Education in Native States—

113	Number of institutions and scholars	59
114	Examination results	,,

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Teachers—

115	Organization and staff	61
116	Number and distribution of students	,,
117	Expenditure	62
118	Certificate Examinations	,,
119	Character of results	,,
120	Conduct of the students	,,
121	Physical training	,,
122	Boarding House	63
123	Model School	,,
124	Normal Schools—General statistics	,,
125	Number of schools and students	64
126	Expenditure	,,
127	Certificate Examinations	,,
128	General remarks	65
129	Practical training	,,
130	Provision of Female Teachers	66
131	Normal Classes and Certificate Examinations	,,

Section B.—Institutions for Technical Instruction—

132	Medical School	66
133	Veterinary School—Principal's Report	67
134	Statistics	,,
135	Changes	,,
136	Law School—Statistics	,,
137	Figures analyzed	,,
138	Mayo School of Art—Principal's Report	68
139	The Staff	,,
140	Number and distribution of students	,,
141	Expenditure and Stipends	,,
142	Work of the year	,,
143	Employment of the students	69
144	Industrial Schools—Number of schools and scholars	,,
145	Railway Technical School—Statistics	70
146	Examination results	,,
147	Employment on leaving school	,,
148	Amritsar Industrial School	,,
149	Delhi Industrial School	71

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

Para.		*Page.*
150	Statistical table	73
151	Number of schools and scholars	,,
152	Secondary Schools	,,
153	Primary Schools	,,
154	Distribution of the Schools by Circles	74
155	Distribution of the Schools by Districts	,,
156	Expenditure	75
157	Fees	,,
158	Scholarships	,,
159	Results in Secondary Examinations	77
160	Results in Primary Examinations	78
161	Needlework	,,
162	Domestic Economy	79
163	Discipline and conduct	,,
164	Moral and religious teaching	,,
165	Progress and prospects	80

CHAPTER VII.—THE EDUCATION OF SPECIAL CLASSES.

Section A.—Europeans—

166	Statistical table	81
167	Number of schools and scholars	,,
168	Grades of schools and stages of instruction	,,
169	Expenditure	83
170	Fees	,,
171	Scholarships	,,
172	Examination results	,,
173	Boarding arrangements	86
174	Discipline and conduct	,,
175	General progress	,,
176	Lawrence Asylum, Sanáwar	,,
177	Lawrence Asylum, Murree	87
178	Private Schools	,,

Section B.—Muhammadans—

179	Comparative table	87
180	Numbers and comparisons	,,
181	Evidence of progress	89
182	Special encouragement	,,

Section C.—Native Chiefs, &c.—

183	Aitchison College	89
184	Number of scholars	,,
185	Condition of the classes	90
186	Sons of gentlemen of rank	,,

Section D.—Low Castes, &c.—

187	Special schools for low castes	90
188	Baptist and S. P. G. Mission Schools	91
189	Schools in the Amritsar, Gurdáspur, and Gujránwála Districts	,,
190	Schools in the Siálkot and Ráwalpindi Districts	,,

CHAPTER VIII.—PRIVATE SCHOOLS.

191	Definition and classification	92
192	Number of schools and scholars	,,
193	Analysis of the returns	,,
194	Schools examined for grants	93
195	Analysis of the figures	,,
196	Importance of these schools, &c.	94

CHAPTER IX.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

197	Chief Agencies	95
198	Report of the Text-Book Committee	,,
199	Work done by the Committee	,,
200	Encouragement of Literature	96
201	Help rendered to the Department	,,
202	Work done by the Translating Staff	,,
203	Mufid-i-'Am Press	,,
204	Report of the Registrar, Education Department	,,
205	Secretariat Books' Account	97
206	Government share in the copy-right text-books	,,

APPENDICES.

	Page.
A.—Report by the Principal on the Government College, Lahore, for the year 1893-94	i
B.—Report by the Principal on the St. Stephen's Mission College, Delhi, for the year 1893-94	vi
C.—Report by the Principal on the Lahore Mission College for the year 1893-94	x
D.—Chapter III.—University Education from Inspector's Report of the Lahore Circle	xiii
E.—Chapter III.—University Education from Inspector's Report of the Rāwalpindi Circle	xvii
F.—Report by the Principal on the Oriental College, Lahore, for the year 1893-94	xx
G.—Report by the Principal on the Lahore Medical College and School for the year 1893-94	xxviii
H.—Report by the Principal on the Central Training College, Lahore, for the year 1893-94	xxxiv
I.—Report by the Principal on the Lahore Veterinary College for the year 1893-94	xxxviii
J.—Report by the Principal on the Mayo School of Industrial Art, Lahore, for the year 1893-94	xli
K.—Report on the Operations of the Punjab Text-Book Committee for the official year 1893-94	xliv
L.—Report by the Registrar, Education Department, for the year 1893-94	lvi

STATISTICAL TABLES.

General Table	No. I.—Abstract Return of Colleges, Schools, and Scholars	i
Do.	No. II.—Abstract Return of Expenditure on Public Instruction	ii—iii
Do.	No. III.—Return of Colleges, Schools, and Scholars ...	iv—v
Do.	No. III(A).—Return of Schools and Scholars (Europeans)	vi
Do.	No. III(B).—Return of Colleges, Schools, and Scholars (Natives)	vii—ix
Do.	No. IV.—Return of Expenditure on Public Instruction ...	x—xiii
Do.	No. IV(A).—Return of Expenditure on Public Instruction (Europeans)	xiv—xv
Do.	No. IV(B).—Return of Expenditure on Public Instruction (Natives)	xvi—xix
Do.	No. V.—Return of the Stages of Instruction of Pupils in Public Schools for General Education	xx—xxi
Do.	No. V(A).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Europeans)	xxii—xxiii
Do.	No. V(B).—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Natives)	xxiv—xxv
Do.	No. VI.—Return showing the results of prescribed Examinations	xxvi—xxvii
Do.	No. VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction	xxviii—xxix

DELHI CIRCLE.

HISSAR DISTRICT—

5 Secondary Schools for Boys at—
- Hissár M. B., A.-V., Middle.
- Sirsa „ „ „
- Bhiwáni „ „ „
- Hánsi M. B., V., Middle.
- Barwála D. B., V., Middle.

45 Primary Schools for Boys.
3 Primary Schools for Girls.
1 Primary School for European Girls at Sirsa.
54 Private Schools (53 for Boys and 1 for Girls).

108

ROHTAK DISTRICT—

9 Secondary Schools for Boys at—
- Rohtak M. B., A.-V., Middle.
- Jhajjar „ „ „
- Gohána „ „ „
- Kalánaur D. B., V., „
- Bádlí „ „ „
- Mahm „ „ „
- Bahádargarh, M. B., V., Middle.
- Kharkhauda „ „ „
- Berí „ „ „

43 Primary Schools for Boys.
5 Primary Schools for Girls.
35 Private Schools for Boys.

92

GURGAON DISTRICT—

7 Secondary Schools for Boys at—
- Rewárí M. B., A.-V., High.
- Gurgáon D. B., V., Middle.
- Nuh „ „ „
- Hasanpur „ „ „
- Sohna M. B., „ „
- Palwal „ „ „
- Firozpur „ „ „

79 Primary Schools for Boys.
11 Primary Schools for Girls.
50 Private Schools (48 for Boys and 2 for Girls).

147

DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—
- Delhi Anglo-Arabic, High.
- „ M. B., „
- „ Aided Mission, „
- „ Anglo-Sanskrit, „
- „ Suraiya Jah's A.-V., High.
- Sonepat M. B., A.-V., Middle.
- Mahraulí D. B., V., „
- Najafgarh „ „ „
- Ballabgarh M. B., „ „
- Farídábád „ „ „

2 Secondary Schools for Girls at—
- Delhi S. P. G. Mission Aided Boarding A.-V., Middle.
- „ Baptist „ „ „ „

1 Secondary School for European Girls at—
- Delhi (Station School) Middle.

78 Primary Schools for Boys.
10 Primary Schools for Girls.
2 Special Schools at—
- Delhi (Government Normal School for Masters and M. B. Industrial School for Males).

137 Private Schools (135 for Boys and 2 for Girls).

241

KARNAL DISTRICT—

5 Secondary Schools for Boys at—
- Kárnál M. B., A.-V., High.
- Kaithal „ „ Middle.
- Pánipat „ „ „
- Púndrí D. B., V., „
- Kunjpura „ „ „

60 Primary Schools for Boys.
4 Primary Schools for Girls.
62 Private Schools (52 for Boys and 10 for Girls).

131

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—
- Jagádhrí M.B., A.-V., High.
- Umballa City Aided Mission A.-V., High.
- „ „ M. B., A.-V., Middle.
- Rúpar „ „ „
- Cantonment Aided „ „
- „ Unaided Hindú Muhammadan, Middle.
- Murinda D. B., V., Middle.
- Kharar „ „ „
- Biláspur „ „ „
- Manímázra „ „ „
- Naráyangarh „ „ „
- Mullána „ „ „
- Sháhábád M.B., „ „
- Sádhaura „ „ „
- Thánesar „ „ „
- Ládwa „ „ „
- Buriya „ „ „

89 Primary Schools for Boys.
8 Primary Schools for Girls.
1 Primary School for European Boys.
150 Private Schools (138 for Boys and 12 for Girls).

265

SIMLA DISTRICT—

6 Secondary Schools for Boys at—
- Simla M.B., A.-V., Middle.
- Simla Church Mission Aided, A.-V., Middle.
- Sanáwar L.M.A., Government High.
- Simla Bishop Cotton Aided „
- „ Christ Church Aided, Middle.
- „ St. Michæls' „ „

8 Secondary Schools for Girls at—
- Sanáwar L. M. A., Government High.
- Simla, Auckland House Aided „
- „ Convent Boarding „ „
- „ Ayrcliff „ „
- „ Mayo „ Middle.
- „ St. Francis' Convent „ „
- „ Christ Church „ „
- „ St. Joseph's Day „ „

15 Primary Schools for Boys.
2 Primary Schools for Girls.
3 Private Schools for Boys.
4 Do. for Europeans (2 for Boys and 2 for Girls).

38

1,022

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—
- Pálampur D. B., A.-V., High.
- Núrpur M. B., „ Middle.
- Kángra Aided Mission, A.-V., Middle.
- Sujánpur Tira D. B., V., Middle.
- Nádaun „ „ „
- Sultánpur „ „ „

48 Primary Schools for Boys.
9 Primary Schools for Girls.
39 Private Schools for Boys.
1 Do. for European Boys.

103

HOSHIARPUR DISTRICT—

12 Secondary Schools for Boys at—
- Mahalpur Popular Unaided, A.-V., High.
- Hoshiárpur M. B., A.-V., High.
- Tánda „ „ Middle.
- Hariána Unaided, „ „
- Hoshiárpur Sanátan Dharm Unaided, A.-V., Middle.
- Bajwára Aided, A.-V., Middle.
- Mahalpur D. B., V., „
- Garhshankar „ „ „
- Hariána M. B., „ „
- Mukerián „ „ „
- Dasúyah „ „ „
- Una „ „ „

105 Primary Schools for Boys.
9 Primary Schools for Girls.
191 Private Schools (180 for Boys and 11 for Girls).

317

JULLUNDUR DISTRICT—

15 Secondary Schools for Boys at—
- Jullundur M, B., A.-V., High.
- „ Aided Mission „
- Ráhon M. B., „ Middle.
- Kartárpur „ „ „
- Nakodar „ „ „
- Cantonment Aided „ „
- Nawashahr Unaided „ Middle.
- Adampur D. B., V., „
- Pharála „ „ „
- Sháhkot „ „ „
- Aláwalpur M. B., „ „
- Banga „ „ „
- Nawashahr „ „ „
- Phillour „ „ „
- Núrmahal „ „ „

98 Primary Schools for Boys.
30 Primary Schools for Girls.
1 Special School (Government Normal School for Masters).
319 Private Schools (286 for Boys and 33 for Girls).

463

LUDHIANA DISTRICT—

17 Secondary Schools for Boys at—
- Ludhiána M. B., A.-V., High.
- „ (Mission) Aided „ „
- Ludhiána Christian Boys' Boarding High School (Aided).
- Jagráon (Hindú) Unaided, A.-V., Middle.
- Jagráon M. B., „ „
- Ludhiána (Arya) Aided, „ „
- „ (Haqqání) Aided, „ „
- Samrála D. B., „ „
- Gujarwál, D. B., V., „
- Baddowál „ „ „
- Ráepur „ „ „
- Malaudh „ „ „
- Sánehwál „ „ „
- Sawaddí „ „ „
- Khanna M. B. „
- Máchhíwára „ „ „
- Ráekot „ „ „

1 Secondary School for Girls at—
- Gujarwál, D. B., V., Middle.

73 Primary Schools for Boys.
19 Primary Schools for Girls.
188 Private Schools (173 for Boys and 15 for Girls).

298

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—
- Ferozepore, M. B., A.-V., High.
- Fázilka „ „ Middle.
- Cantonment Aided „ „
- Mehráj D. B., V., „
- Moga „ „ „
- Buttar „ „ „
- Zíra M. B., „ „
- Dharmkot „ „ „

70 Primary Schools for Boys.
4 Primary Schools for Girls.
88 Private Schools (84 for Boys and 4 for Girls).
1 „ „ for European Girls.

171

1,352

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
Jhang Victoria Jubilee M. B., A.-V., High.
Chiniot M. B., A.-V., Middle.
Ahmadpur D. B., V., „
Shorkot „ „ „
31 Primary Schools for Boys.
7 Primary Schools for Girls.
100 Private Schools (99 for Boys and 1 for Girls).

142

MONTGOMERY DISTRICT—

4 Secondary Schools for Boys at—
Montgomery M. B., A.-V., Middle.
Kamália „ „ „
Pákpattan „ V. „
Dipálpur D. B., A.-V., „
33 Primary Schools for Boys.
1 Primary School for Girls.
79 Private Schools for Boys

117

LAHORE DISTRICT—

1 Government Arts College.
1 Aided „ „ (Mission).
1 Unaided „ „ (Daya Nand A.-V.)
1 „ „ „ (Islámiya A.-V.)
1 Aided Oriental College.
1 Government Medical College.
23 Secondary Schools for Boys at—
Lahore Government A.-V., (Central Model), High
Qasúr M. B., „ „
Lahore Aided (Mission) A.-V., „
„ „ (Aitchison College) A.-V., „
„ Unaided (Daya Nand School) „ „
„ „ (Madrastul Musalmín) „ „
„ Aided (Oriental College School) V. „
„ „ (European Boys) E. „
„ „ (Aitchison School) A.-V., Middle
Chúniáń M.B., „ „
Lahore Aided (Mission Night) „ „
Mián Mír Cantonment Aided „ „
Lahore Unaided (Lyall School) „ „
Lahore „ (Sanátan Dharm School) A.-V. „
„ Aided (N.-W. Ry. Night „) E. „
„ „ (Cathedral Orphanage) „ „
„ „ (St. Anthony's) „ „
Bhadána D. B., V., Middle
Sursingh „ „ „
Bághbánpur „ „ „
Khem Karn M.B., „ „
Pattí „ „ „
Sharaqpur „ „ „
5 Secondary Schools for Girls at—
Lahore Aided (Lady Dufferin School) A.-V., High.
„ „ (Cathedral Girls' „) E., Middle.
„ „ (Convent „) E., „
„ „ (Cathedral Orphanage) E., „
„ „ (Victoria School) V., „
67 Primary Schools for Boys.
1 Primary School for Boys (Europeans).
31 Primary Schools for Girls.
7 Special Institutions at—
Lahore Government Central Training College.
„ „ Normal School.
„ „ Mayo School of Art.
„ Aided Law School.
„ Government Medical School.
„ „ Railway Technical School.
„ „ Veterinary School.
245 Private Schools (212 for Boys and 33 for Girls).

385

AMRITSAR DISTRICT—

1 Municipal Board College.
17 Secondary Schools for Boys at—
Amritsar M.B., A.-V., High.
„ Aided (Mission) A.-V., „
„ „ (M. A. O.) „ „
„ Unaided (Hindú) „ „
„ „ Punjabí, „
Tarn Táran D. B., A.-V., Middle.
Amritsar Aided (Mission Night), A.-V., Middle.
Majítha „ (Mission) „ „
Ajnála D. B., V., „
Ram Dás „ „ „
Rája Sánsí „ „ „
Vairowál „ „ „
Fatehábád „ „ „
Butála „ „ „
Jandiála Unaided Punjabí, A.-V., Middle School.
Amritsar Khálsa School, Unaided Middle.
„ Sir James Lyall „ „
3 Secondary Schools for Girls—
Amritsar Aided (Alexandra), A.-V., High.
„ „ (Christian Boarding), A.-V. Middle.
„ M. B., V., Middle.
79 Primary Schools for Boys.
42 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
244 Private Schools (239 for Boys and 5 for Girls).

387

GURDASPUR DISTRICT—

12 Secondary Schools for Boys at—
Gurdáspur M. B., A.-V., High.
Batála Aided (Baring School), A.-V., High.
„ M.B., A.-V., Middle.
Dínánagar M.B., A.-V., Middle.
Pathánkot „ „ „
Srigobindpur „ „ „
Dera Bába Nának „ „ „
Batála City Aided (Mission) A.-V., „
Kanjrúr D. B., V., „
Shakargarh D.B., „ „
Sujánpur M. B., „ „
Kalánaur „ „ „
99 Primary Schools for Boys.
8 Primary Schools for Girls.
116 Private Schools (112 for Boys and 4 for Girls).

235

GUJRANWALA DISTRICT—

12 Secondary Schools for Boys at—
Gujránwála Aided (Mission), A.-V., High.
Wazírábád „ („) „ „
Gujránwála M.B., A.-V., Middle.
„ (Khálsa) Unaided Middle.
Háfizábád A.-V., Unaided Middle.
Akálgarh D.B., A.-V., „
Emináb ad Unaided „ „
Háfizábád D. B., V., „
Schdra D. B., V., Middle.
Pindí Bhattián D. B., V., Middle.
Rámnagar M.B., V., „
Qila' Dídár Singh M. B., V. „
2 Secondary Schools for Girls at—
Gujránwála, Aided (Mission), V., Middle.
„ (M. B.) V. Middle.
70 Primary Schools for Boys.
18 Primary Schools for Girls.
171 Private Schools (151 for Boys and 20 for Girls).

273

1,539

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College at Siálkot.
14 Secondary Schools for Boys at—
Siálkot M. B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V, High.
Zafarwál M B, „ Middle.
Jámke „ „ „
Nárowál Aided „ „
Siálkot Unaided, Ver. „
(Christian Training Institute).
Sankhatra D.B, Ver. „
Sambryál „ „ „
Gota „ „ „
Daska M.B, Anglo-Ver. „
Qila' Sobha Singh M.B., Ver. „
Gondal (Scotch Mission) Unaided A.-V., Middle.
3 Secondary Schools for Girls at—
Siálkot 2 Ver. Middle.
„ Aided (Convent), E., Middle.
79 Primary Schools for Boys.
31 Primary Schools for Girls.
372 Private Schools (359 for Boys and 13 for Girls).

500

GUJRAT DISTRICT—

9 Secondary Schools for Boys at—
Gujrát M.B., A.-V., High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle.
Dinga „ („) „ „
Gujrát Unaided (Islámiya) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattán, Aided, Anglo-Ver. „
Khárián D.B., Vernacular „
Dinga A.-V., (Unaided) „
52 Primary Schools for Boys.
3 Primary Schools for Girls.
604 Private Schools (549 for Boys and 55 for Girls).

668

SHAHPUR DISTRICT—

7 Secondary Schools for Boys at—
Bhera M.B., A.-V., High.
„ Unaided Anglo-Sanskrit „
Sháhpur D. B., A.-V., Middle.
(Davies' School).
Miáni M.B., A.-V., „
Khusháb M.B., A.-V., „
Sáhíwál „ „ „
Naushahra D.B., V., „
44 Primary Schools for Boys.
12 Primary Schools for Girls.
192 Private Schools (178 for Boys and 14 for Girls).

255

JHELUM DISTRICT—

7 Secondary Schools for Boys at—
Jhelum, M.B., A.-V., High.
Pind Dádan Khán M.B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
Sanghoí Aided Mission School, Anglo-Ver., Middle.
51 Primary Schools for Boys.
15 Primary Schools for Girls.
1 Primary School for European Girls.
524 Private Schools (364 for Boys and 160 for Girls).

598

RAWALPINDI DISTRICT—

1 Unaided Arts College at Ráwalpindi.
13 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L.M.A.) E., „
Sagri D.B., A.-V., Middle.
Ráwalpindi M.B., „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station) E., „
Gujar Khán D. B. V., „
Kallar „ „ „
Sukbú „ „ „
Guliána „ „ „
Pindígheb M.B., „ „
Sharesht Nití Shála of Bhái Búta Singh at Ráwalpindi (Unaided).
3 Secondary Schools for Girls at—
Murree—Government (L.M.A.), E., High.
„ Aided (St. Deny's), E., Middle.
„ „ (Convent), „ „
74 Primary Schools for Boys.
24 Primary Schools for Girls.
1 Special School at—
Ráwalpindi Government Normal School for Masters.
663 Private Schools (435 for Boys and 228 for Girls).

779

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M.B., A.-V., Middle.
Harípur „ „ „
Kot Najíb-ullah D.B., V. „
Baffa M.B., „ „
28 Primary Schools for Boys.
644 Private Schools (544 for Boys and 100 for Girls).

676

PESHAWAR DISTRICT—

10 Secondary Schools for Boys at—
Pesháwar M.B., A.-V., High
„ Aided (Edwardes' Mission) A.-V., „
Lála Rádha Kishan's Páthsháld (Unaided) Ver. High.
Islámiya School (Unaided) Ver. Middle.
Mardán D. B., V., „
Naushahra Kalán „ „ „
Chársadda „ „ „
Zaida „ „ „
Chamkání „ „ „
Tangí „ „ „
55 Primary Schools for Boys.
2 Primary Schools for Girls.
463 Private Schools (304 for Boys and 159 for Girls).

530

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát M.B., A.-V., High.
8 Primary Schools for Boys.
67 Private Schools for Boys.

76

4,082

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

10	Secondary Schools for Boys at—
	Mooltan M. B , A.-V., High.
	„ Aided (Mission), A.-V., High.
	Shujábád M. B., A.-V., Middle.
	Cantonment Aided „ „
	Mooltan Unaided (Anglo-Sanskrit), A.-V., Middle.
	„ „ (Islámiya) A.-V., Middle.
	Kahror D. B., V., Middle.
	Saráe Siddhú „ „ „
	Jalálpur M. B., „ „
	Tulamba „ „ „
67	Primary Schools for Boys.
2	Primary Schools for Girls.
2	Primary Schools for European Girls at Mooltan
1	Special School at—
	Mooltan Government Normal School for Masters.
177	Private Schools (170 for Boys and 7 for Girls).
259	

BANNU DISTRICT—

5	Secondary Schools for Boys at—
	Bannú M. B., A.-V., Middle.
	„ Aided (Mission) „ „
	Miánwálí D.B., V. „
	Mína Khel M.B., „ „
	I'sa Khel „ „ „
32	Primary Schools for Boys.
252	Private Schools (239 for Boys and 13 for Girls).
289	

DERA ISMA'IL KHAN DISTRICT—

6	Secondary Schools for Boys at—
	D. I. Khán Aided (Mission), A.-V., High.
	„ Unaided (Bhrátrí Sabha), A.-V., High.
	„ M.B., A.-V., Middle.
	Leiáh „ „ „
	Kuláchi D.B., „ „
	Bhakkar M.B., V. „
34	Primary Schools for Boys.
5	Primary Schools for Girls.
409	Private Schools (325 for Boys and 84 for Girls)
454	

DERA GHAZI KHAN DISTRICT—

5	Secondary Schools for Boys at—
	D. G. Khán M. B., A.-V., High.
	Rájanpur „ „ Middle.
	Rojhán D. B., V., „
	Taunsa „ „ „
	Jámpur M. B. „ „
43	Primary Schools for Boys.
1	Primary School for Girls.
145	Private Schools (112 for Boys and 33 for Girls).
194	

MUZAFFARGARH DISTRICT—

3	Secondary Schools for Boys at—
	Muzaffargarh M. B., A.-V., Middle.
	Kot Adú D. B., V., „
	'Alipur M. B., „ „
36	Primary Schools for Boys.
2	Primary Schools for Girls.
94	Private Schools (93 for Boys and 1 for Girls).
135	
1,331	

Chapter I, 1. General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges ... English ...	8	7	1	...	797	589	208	...	1,22,120	1,07,832	14,288	...
Arts Colleges ... Oriental...	1	1	...	...	73	72	1	...	20,289	21,565	...	1,276
Medical College	1	1	...	...	189	158	31	...	63,129	72,252	...	9,123
High Schools	58	56	2	...	17,354	16,569	785	...	5,16,225	4,80,223	36,002	...
Middle Schools	225	215	10	...	33,974	32,243	1,731	...	3,55,233	3,34,458	20,775	...
Total Secondary Schools ...	283	271	12	...	51,328	48,812	2,516	...	8,71,458	8,14,681	56,777	...
Primary Schools	1,787	1,762	25	...	85,611	83,381	2,230	...	4,09,811	4,00,120	9,691	...
Total Schools for General Education	2,070	2,033	37	...	136,939	132,193	4,746	...	12,81,269	12,14,801	66,468	...
Schools for Special Instruction	13	14	...	1	1,378	1,371	7	...	1,44,950	1,43,856	1,094	...
Total Schools for General Education and for Special Instruction ...	2,083	2,047	36	...	138,317	133,564	4,753	...	14,26,219	13,58,657	67,562	...
For Females.												
High Schools	7	6	1	...	600	552	48	...	55,571	48,890	6,681	...
Middle Schools	21	21	...	...	1,448	1,346	102	...	70,782	76,450	...	5,668
Total Secondary Schools ...	28	27	1	...	2,048	1,898	150	...	1,26,353	1,25,340	1,013	...
Primary Schools	322	325	...	3	10,774	10,414	360	...	82,973	80,578	2,395	...
Total Schools for General Education ...	350	352	...	2	12,822	12,312	510	...	2,09,326	2,05,918	3,408	...
Total Public Institutions for Males and Females ...	2,443	2,408	35	...	152,198	146,695	5,503	...	18,41,083	17,66,224	74,859	...
PRIVATE INSTITUTIONS.												
For Males	5,860	5,811	49	...	95,145	91,887	3,258	...	...	...	...	...
For Females	1,023	1,025	...	2	14,082	12,517	1,565	...	...	...	...	...
Total Males and Females ...	6,883	6,836	47	...	109,227	104,404	4,823	...	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,326	9,244	82	...	261,425	251,099	10,326	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,52,705	1,43,709	8,996	...
Other Charges	...	...	...	...	...	...	...	...	8,87,337	8,98,020	...	10,683
Grand Total of Expenditure	...	...	...	...	...	...	...	...	28,81,125	28,07,953	73,172	...
High Stage ... Boys	2,243	2,196	47	...								
High Stage ... Girls	58	50	8	...								
Middle Stage ... Boys	12,227	11,983	244	...								
Middle Stage ... Girls	429	386	43	...								
Total ... Boys	14,470	14,179	291	...								
Total ... Girls	487	436	51	...								
Upper Primary Stage* Boys	25,604	24,712	892	...								
Upper Primary Stage* Girls	1,217	1,170	47	...								
Lower ,, ,, ...* Boys	96,858	93,341	3,517	...								
Lower ,, ,, ...* Girls	11,125	10,667	458	...								
Total ... Boys	122,462	118,053	4,409	...								
Total ... Girls	12,342	11,837	505	...								

From Imperial Revenues ...	1,30,181	1,38,558	...	8,377
,, Provincial ,, ...	9,27,636	9,39,256	...	11,620
,, District Funds ...	6,37,460	6,13,419	24,041	...
,, Municipal Funds ...	3,47,049	3,32,206	14,843	...
,, Fees... Tuition Fees ...	5,00,565	4,57,394	43,171	...
,, Fees... Other Fees ...	44,233	42,712	1,521	...
,, Other Sources	2,94,001	2,84,408	9,593	...
Total	28,81,125	28,07,953	73,172	...

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

	Paras.		Paras.
General Summary of Statistics ...	1—9	Management of Schools by Municipal Boards	23
Expenditure	10—16	Extent to which District Boards fulfil their pecuniary obligations to education	24—25
Fees	17	Extent to which Municipal Boards fulfil their pecuniary obligations to education	26—27
Examination results	18	Comparison of boys under instruction by Districts	28
Moral training, conduct, and discipline	19	Private enterprise in education ...	29—30
Physical training	20		
General progress	21		
Management of Schools by District Boards	22		

General statistics.

1. The table on the opposite page summarises the statistics of all classes of educational institutions in the Punjab for the last two years.

Number of institutions and scholars.

2. The number of Public Institutions of all kinds increased during the year from 2408 to 2443, or by 35, and the number of scholars from 146,695 to 152,198, or by 5503. In institutions, there was a decrease of 3 in Primary Schools, and of 1 in Schools for Special Instruction, but a rise in all the other kinds. In scholars, there was an advance, more or less, all round. In Private Institutions, there was a rise in the number of schools from 6836 to 6883, or by 47, and also in the number of scholars, from 104,404 to 109,227, or by 4823. Taking both Public and Private Institutions together, there are now altogether 9326 of these in the Province, giving instruction to 261,425 scholars, or to about 8·35 per cent. of the children of a school-going age.

Colleges.

3. The number of Colleges for University Education is now 10—9 Arts Colleges and 1 Medical College—compared with 9 last year, a new Arts College having been opened in connection with the large American Mission School at Ráwalpindi. The attendance on all the Colleges rose from 819 to 1059, or by nearly 30 per cent. Of the rise, 208 belong to the Arts Colleges proper, 1 only to the Oriental College, and 31 to the Medical College. If the Law students, returned in Chapter V, be added to those in receipt of a University Education, or 169, this would give 1228 in all receiving instruction of a higher than School standard.

Secondary Schools.

4. The Secondary Schools for boys rose during the year from 271 to 283, or by 12, and the number of scholars from 48,812 to 51,328, or by over 5 per cent. The number of Secondary Schools for girls is one more than last year, or 28, with an increase in the number of scholars from 1898 to 2048, or by nearly 8 per cent. The whole number of Secondary Schools for both boys and girls is 311, with 53,376 scholars, compared with 298 schools and 50,710 scholars last year. Of the schools, 284 are for Natives—154 Anglo-Vernacular, and 130 Vernacular, and 27 for Europeans; and of the scholars, 51,494 are Natives, and 1882 Europeans. Of the whole number of scholars, 2301 are at the High stage of instruction, 12,656 at the Middle stage, and 38,419 at the Primary stage, compared with 2264, 12,369, and 36,095, respectively, in the previous year.

Primary Schools.

5. The Primary Schools for boys show an increase since last year from 1762 to 1787, or by 25, with a rise in the number of scholars from 83,381 to 85,611, or by 2·6 per cent. Two of

Chapter I, 6. General Summary.

these schools, with 75 scholars, are for Europeans. The number of Primary Schools for girls is three fewer than last year, or 322, with a rise, however, in the number of scholars, from 10,414 to 10,774, or by 3·4 per cent. Four of the girls' schools, with 99 scholars, are for Europeans. Taking both the Boys' and Girls' Schools together, there are now altogether 2109 Primary Schools in the Province, attended by 96,385 scholars, of whom 174 are Europeans, against 2087 schools, and 93,795 scholars, last year. If the number in the Primary Departments of Secondary Schools, or 38,419, be added, we get a total of 134,804 scholars at the Primary stage of instruction in Public Schools, of whom 122,462 are boys, and 12,342 girls. At the Upper Primary stage, there are 26,821, or 939 more than in the previous year.

Schools for Special Instruction.

6. Besides the ordinary Primary and Secondary Schools detailed above, there are 13 Schools for Special Education in the Province, compared with 14 last year. These consist of 6 Training Institutions for Male Teachers, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 3 Industrial Schools. The decline was in the new, or fourth, Industrial School returned last year. The attendance on all the Special Schools at the end of the year was 1378, or 7 more than in the previous year, of whom 9 belonging to the Medical School were females. There are, at present, no Training Institutions for Female Teachers; but there were at the end of the year, 15 young women, not included in the above figures, under training as teachers in Normal Classes attached to a few of the ordinary Girls' Schools.

Classification of Public Institutions according to management.

7. The following statement gives the classification of all the Public Institutions now returned according to their management :—

	Institutions.	Scholars.
Under Public Management—		
Managed by Government	23	3,516
Managed by Local Boards	2,094	121,377
Under Private Management—		
Aided Institutions	261	20,617
Unaided Institutions	65	6,688
Total ...	2,443	152,198

Only 23 institutions are managed by Government, namely,—an Arts College, a Medical College, 10 of the Schools for Special Education, 5 Model Schools attached to the Training Institutions, the Military Asylums at Sanáwar and Murree—classed as 4 schools, two for boys and two for girls, and the endowed Anglo-Arabic School at Delhi which, with a Branch School, is this year returned as two institutions. The number of scholars in the institutions managed by Government is only about 2·3 per cent. of the total; in Board Institutions, it is 79·7 per cent.; in Aided Institutions, it is 13·5 per cent.; and in Unaided Institutions, about 4·5 per cent.

Private Institutions.

8. Of the 6883 Private Institutions returned this year, 5860 are for males, and 1023 for females, 3 of each being for Europeans; and of the 109,227 scholars, 95,145 (including 58 Europeans) are boys, and 14,082 (including 51 Europeans) are girls. Of the whole number of Private Institutions, 6437 are Indigenous Schools properly so called, conducted by Natives of the country according to indigenous methods; whereas the remaining 440 schools, returned as "Other Schools," are new growths, which, though not conforming to the ordinary Departmental Standards, aim at imparting a useful general education. Of the Indigenous Schools, 585 are what are called Advanced Schools, teaching Arabic, Persian, or Sanskrit, with 7957

scholars, all of whom are males; 1509, with 33,906 scholars, are Elementary Schools teaching mostly a Vernacular language only; and 4343, with 52,151 scholars, are institutions for religious instruction by rote. The 446 "Other Schools," with 15,213 scholars, include the 6 Private Schools for Europeans, and, with the Elementary Indigenous Schools, represent the field within which the departmental influence is being gradually felt. During the past year, 681 of these two classes of schools, with 25,846 scholars, were examined for grants, under the simple rules prescribed for Indigenous Schools.

Scholars according to race or creed.

9. The return of scholars according to race or creed is as follows:—In Public Institutions, Hindús 90,554, Muhammadans 58,219, Native Christians 1039, Others 324, Europeans 2062; in Private Institutions, Hindús 33,601, Muhammadans 73,545, Native Christians 702, Others 1270, Europeans 109; in both Public and Private Institutions, Hindús 124,155, Muhammadans 131,764, Native Christians 1741, Others 1594, Europeans 2171. In Public Institutions, the proportion of Hindú to Muhammadan scholars is about 100 : 64; in Private Institutions, it is about 46 : 100; and in both together, or in the grand total under instruction, it is 94 :100, compared with 79 :100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions is due to the large attendance of this class on schools for religious instruction, the comparison, in this case, being as 1054 : 51,072, or about 2 to 100. On the other hand, the useful Elementary Schools, teaching mostly a Vernacular language only, are chiefly attended by Hindús, in the proportion of about 100 : 37.

Expenditure.

10. The whole departmental expenditure for the year was Rs. 28,81,125, or Rs. 73,172 more than last year. The *direct* expenditure, that is, expenditure on tuition, was Rs. 18,41,083, or Rs. 74,859 in advance of the previous year; whereas the *indirect* expenditure, that is, expenditure on Direction, Inspection, Scholarships, Buildings, &c., was Rs. 10,40,042, or a decrease of Rs. 1,687. The rise in direct expenditure was in all classes of institutions except the Medical College, the Oriental College, and Girls' Middle Schools, and chiefly in the Secondary Schools for boys. The small decrease in indirect expenditure was chiefly in School Furniture and Appliances, and Miscellaneous Charges. Of the total expenditure, 63·9 per cent. was *direct*, and 36·1 per cent. *indirect*, against 62·9 and 37·1, respectively, in the previous year.

Direct expenditure.

11. The direct expenditure on University Education was Rs. 2,05,538, or Rs. 3,889 in excess of last year, Arts Colleges showing an increase of Rs. 13,012, and the Medical College a decrease of Rs. 9,123, owing to the absence of some of the permanent staff, and the smaller salaries of their substitutes. The average cost of educating each student in an Arts College is Rs. 173-7-3, towards which Rs. 82-15-10, or a little under one-half, is contributed from Public Funds. In the Medical College, the average cost is Rs. 314-1-2, to which Public Funds contribute Rs. 290-4-10, or over nine-tenths.

In Boys' Schools for General Education, the expenditure amounted to Rs. 12,81,269, or an increase of Rs. 66,468, of which Rs. 56,777 was on the Secondary Schools, and Rs. 9,691 on the Primary. In both cases, the rise was chiefly due to the increased number of schools and improved equipment. In Girls' Schools, the expenditure rose to Rs. 2,09,326, or by Rs. 3,408, the increase being mostly due to enhanced salaries. The total direct expenditure on both Boys' and Girls' Schools was Rs. 14,90,595, or Rs. 69,876 more than in the previous year. The average cost of educating a scholar in a Secondary School is Rs. 18-11-10; in a Primary School, it is Rs. 5-6-9. In the former case, Public

Chapter I, 12. General Summary.

Funds contribute Rs. 8-3-1, or about 44 per cent.; in the latter case, Rs. 4-5-5, or about 80 per cent.

In Schools for Special Education, the expenditure rose to Rs. 1,44,950, or by Rs. 1,094, the rise being mostly on account of the Training Institutions and the Veterinary School. Of the total under this head, Rs. 63,037 was spent on the Training Institutions, Rs. 15,846 on the Medical School, Rs. 7,193 on the Law School, Rs. 33,694 on the Veterinary School, Rs. 13,713 on the School of Art, and Rs. 11,467 on Technical and Industrial Schools. These institutions differ so widely in character, that a calculation of the average cost, per scholar, would be of little value; but the fact that Public Funds contribute 91 per cent. of the whole cost is worthy of notice.

Indirect expenditure.

12. Indirect expenditure is given in the 'General Summary' table at the beginning of this Chapter under the two heads of Scholarships and 'Other Charges.' On Scholarships, the expenditure was Rs. 1,52,705, or Rs. 8,996 more than last year, the rise being chiefly in the Secondary and Special Schools. The details under the head of 'Other Charges' are given below:—

	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
(1). Buildings	3,61,375	3,48,674	12,701	...
(2). Furniture and Apparatus	34,020	57,039	...	23,019
(3). University	66,926	63,480	3,446	...
(4). Direction	44,451	42,531	1,920	...
(5). Inspection	1,65,383	1,65,150	233	...
(6). Miscellaneous	2,15,182	2,21,146	...	5,964
Total ...	8,87,337	8,98,020	...	10,683

There is a decrease, on the whole, of Rs. 10,683, due to Furniture and Apparatus, and Miscellaneous Charges. The decline under the former head was on account of there having been an unusual expenditure on Science and Gymnastic Apparatus in the previous year, and, under the latter, on account of diminished Boarding expenditure in the Lawrence Asylum, Sanáwar. The charge on account of Buildings is still very large, owing to the new Barracks at Sanáwar, on which Rs. 1,73,389 was spent during the year; but the excess under this head was due chiefly to an increased expenditure on Board Schools, and to the new Boarding House attached to the Central Training College, Lahore. The increase against the head University was due mainly to enhanced Examination charges; and that against Direction as well as Inspection, to increments of salary and exchange compensation allowances. It may be noted that the cost of Direction is 1·54 per cent. of the total expenditure, and the cost of Inspection, 5·74 per cent.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,30,181, or a decrease of Rs. 8,377. This expenditure is wholly on the Sanáwar Military Asylum, and the Veterinary School, Lahore. On the former, there was a decrease of Rs. 10,138, for the reason explained in the last paragraph; and, on the latter, an increase of Rs. 1,761. The expenditure under this head is 4·5 per cent. of the total.

Expenditure from Provincial Revenues.

14. The expenditure from Provincial Revenues was Rs. 9,27,636, or Rs. 11,620 less than last year. The decrease was mainly due to the diminished expenditure on the Medical College, already alluded to, and, in a lesser degree, to smaller grant earnings in several schools, to fewer building grants having been paid, and to a reduction, on account of the straitened financial circumstances, in the special grant for the Patronage of Literature to the

Text-Book Committee. The expenditure under this head is 32·1 per cent. of the total, against 33·4 per cent. in the previous year.

Expenditure from District and Municipal Funds.

15. The expenditure from District Funds is Rs. 6,37,460, or an increase of Rs. 24,041. The increase was due to the greater number of District Board Schools and the improved equipment of these, to enhanced grants to Indigenous Schools, returned under Miscellaneous, and to Sports, Scholarships, and Buildings, with a partially compensating decrease under Furniture and Apparatus. The expenditure from Municipal Funds was Rs. 3,47,049, or a rise of Rs. 14,843 due partly to a reduction of the grants from Provincial Revenues, which only partially operated in the previous year. The increase was mostly on Secondary Schools' Establishments and Buildings, the latter amounting to Rs. 12,566. The expenditure from District and Municipal Funds is 22·1 and 12 per cent., respectively, of the total cost, against 22 and 11·8 per cent. last year.

Expenditure from Other Sources.

16. The expenditure from 'Other Sources' is made up mostly of Subscriptions and Endowments in behalf of Institutions under Private Management, and represents the contribution from Private Sources on account of Education. The amount spent from these sources was Rs. 9,593 more than in the previous year, or Rs. 2,94,001. The rise was chiefly on the Secondary Schools, with compensating decreases on Colleges, because of enhanced fees, on Buildings and Furniture. The expenditure under this head is 10·2 per cent. of the total, compared with 10 per cent. in the previous year.

Fees.

17. The income from Tuition Fees rose by Rs. 43,171, and now stands at Rs. 5,00,565. The rise was in all classes of institutions except Middle Schools for girls, and was specially marked in the Colleges and Secondary Schools. There is also a rise of Rs. 1,521 in the Fees for admission to the University Examinations, giving now Rs. 44,233 on that account. Taking both classes of Fees together, we get a sum of Rs. 5,44,798, which is equivalent to 18·9 per cent. of the total expenditure, against 17·8 per cent. last year. The fee rates for tuition, it may be stated, are now at their maximum, except in a few backward Districts, for which special rates have been sanctioned.

Examination results.

18. The statement below compares the number of successful candidates in the University and Departmental Examinations on the side of General Education, for the last two years, including private candidates :—

			Number of successful candidates.			
			1893-94.	1892-93.	Increase.	Decrease.
Master of Arts			12	7	5	...
Master of Oriental Learning			...	1	...	1
Bachelor of Arts	Punjab	... ...	108	51	57	...
	Calcutta	... ...	1	...	1	...
Bachelor of Oriental Learning			5	3	2	...
Intermediate	Arts ...	... ...	168	127	41	...
	Oriental	... ...	3	2	1	...
Entrance, Punjab, and Equivalent Examination.	English	Boys ...	828	750	78	...
		Girls ...	7	1	6	...
	Oriental	... ...	8	11	...	3
			10	23	...	13
Entrance, Calcutta		Boys ...	1	2	...	1
		Girls ...	3,196	1,326	1,870	..
Middle School, and Equivalent Examination.	English ...	Boys ...	57	56	1	...
		Girls ...	1,209	1,068	141	...
	Vernacular	Boys ...	16	14	2	...
		Girls ...	8,541	7,711	830	...
Upper Primary, and Fourth Standard ...		Boys ...	321	297	24	...
		Girls ...	12,208	11,882	326	...
Lower Primary, and Second Standard ...		Boys ...	735	585	150	...
		Girls ...				

Chapter I, General Summary.

There is a rise in the number of passes in all except the Master of Oriental Learning, the Punjab Oriental Entrance, and the Calcutta Entrance Examinations. In the Degree Examinations, especially the Bachelor of Arts, the increase is marked. In the Intermediate Examination, there is an increase of 34 per cent., and in the Punjab Entrance and Equivalent Examination, of 11 per cent., the return of successful girls, though still small, being promising. In the Calcutta Entrance Examination, the decline is considerable, and the proportion of successes to candidates is extremely low; but the examinations of this University have become completely extraneous to the Province. The increase of passes in the Middle School Examination is remarkable, many schools by no means reputed the best having passed all their candidates; and it is doubtful whether the standard applied this year was not as much too low as that of the previous year, in certain subjects, was too high. In both the Primary Examinations, the rise was satisfactory; and an average of 73 per cent. of passes to candidates may be regarded as implying a considerable degree of instructional efficiency.

Moral training.

19. The important subject of moral influence is kept constantly before the schools; and it is believed that, at least on the Anglo-Vernacular side, the tone of the schools is improving. It is more difficult to reach the Village Schools; but even here, especially by means of recently trained teachers and improved text-books, it is admitted that a sense of the higher object of education has been awakened. Inspectors of Schools give special attention to this subject. They are required to bring it to the prominent notice of Managers and Teachers, and to impress upon these their responsibility in the matter; and the wholesomeness of such a regulation cannot be doubted. Hence the Inspectors, without exception, speak favourably and hopefully of the schools in this respect. The Inspector of the Delhi Circle says: "I believe that there is a higher sense of their duty gaining ground among the teachers, which is gradually being reflected upon the character of their pupils." The Ráwalpindi Inspector doubts whether the moral tone imparted is anywhere "high;" and the Lahore Inspector remarks: "There are signs of improvement in the manners of the scholars; but these are chiefly apparent in schools under the control of influential religious organizations, or maintained by persons with a definite religious object." There are two influences at work, at the present time, which tend to interfere with school discipline. The first is, in the case of Board Schools, in individual Managers insisting on the Head Masters setting aside the prescribed regulations to meet their wishes, or the wishes of their friends. The second arises from inducements held out to scholars to join any new school that may be started, when both rules and propriety are set at defiance. "There is," as one Inspector observes, "more done by outside influence to endanger the well-being of all that is held essential in school management, than originates with the pupils themselves, or than reflects upon the character of the Masters." But, on the whole, in the matter of wholesome influence, the outlook is more hopeful than the contrary.

Physical training.

20. In all classes of institutions connected with the Department, the physical training of the scholars received increased attention during the year; and much interest is now taken in the subject both by the Managers and Teachers. The prescribed courses of instruction consist of Drill and Gymnastics, which are supposed to be taught in all schools. It will take some time before this can be completely arranged in respect of the Village Schools;

but, in some Districts, this has already been done. The plan adopted, particularly in parts of the Ráwalpindi Circle, of having an Itinerant Instructor attached to each Tahsíl, to meet the case of the Vernacular Schools, is a good one, and seems worthy of being generally adopted. The provision of a special Gymnastic Instructor for every Anglo-Vernacular School is desirable, but is a matter of means. Besides the prescribed courses, games (including Cricket and Football) are encouraged; and school matches and tournaments are now of frequent occurrence, and are engaged in with spirit. The past year may be described as one of marked progress in the matter of physical instruction and games; and what remains to be done merely wants time and the means for its accomplishment.

General progress.

21. From what has been said above, it may, I think, be inferred, that the year under report was, generally speaking, one of fair progress. The number both of schools and scholars increased; more Private Schools were brought under the influence of the Department; the examination results were, almost without exception, very favourable; the fee receipts rose again considerably; the tone and discipline of the schools are said to have improved; and substantial progress was made in physical training. The instruction imparted in many of the schools is not yet all that could be desired, and is especially wanting in thoroughness; but it is allowed generally by Inspecting Officers that even here there is a gradual, if slow, improvement. There is, therefore, a prospect of better things to come; although the fact that an average of less than 9 in 100 of the children of a school-going age are yet in receipt of instruction of any kind, shows how much remains to be done. For boys, this average is somewhat below 14 in 100; for girls, it is only 1·86.

Management of Schools by District Boards.

22. As many as 1773 of the Public Schools, with 86,705 scholars, are under the management of District Boards, including, practically, all the Village Schools. The duties, in respect of these schools, consist in giving effect, as far as practicable, to the suggestions of the Educational Department regarding them, in appointing, promoting, transferring, and granting leave to the teachers, and in attending to the outward wants of the schools, such as the provision and repairs of the buildings, the supply of furniture and play-grounds, and, in the case of Secondary Schools, of Boarding Houses. The more enlightened members of the Boards continue to take a real interest in the schools, and to be especially helpful in the case of those situated near their homes. But, as explained in previous reports, the responsible management of the schools rests, not with the Boards, but with the Deputy Commissioner, or the Assistant to whom this part of the District Administration may be entrusted. And, as a rule, the suggestions of the Department, and the wants of the schools, receive considerable attention. In some cases, where the Deputy Commissioner takes a personal interest in the matter, everything is done that could reasonably be expected; and the Department is greatly helped and encouraged. Where the Inspectors, in instances, complain, is when they have to draw attention, year after year, to the same urgent and simple wants, without any response; but it is believed that, in such cases, if the District Inspector were as energetic and tactful as he ought to be, the delay would be less. For the prompt supply of play-grounds, the repairing of buildings, and such like, the individual members of the Boards, it is considered, should be made more responsible, within their respective iláqas, than they at present are.

Management of Schools by Municipal Boards.

23. There are at present 321 schools, mostly Anglo-Vernacular Schools, with 34,672 scholars, under the control of Municipal

Chapter I, 24. General Summary.

Boards. That control, in the case of the minor Municipalities, is practically limited as in the case of the District Boards; and the management of the schools is said to be generally satisfactory. In the case of the larger Municipalities, the management of the schools is rightly left almost entirely to the Boards, with various results. In most cases, the management is said to be, on the whole, as good as could be expected, in the circumstances; in a few instances, it is not satisfactory; and, in one or two cases, it is about as bad as it could be, with nothing like real interest in the schools, and little concern for their fate. In hardly any case, is there that close and interested supervision, which, when it is exercised, has an excellent influence for good, and seldom that promptitude in attending to the wants of the schools, that, for complete efficiency, is required. In the worst cases, interference with the authority of the Head Masters in matters of routine and discipline, the infusion of party spirit into the school among both masters and scholars, and neglect of the schools' most urgent wants—even such a small and necessary thing as chalk not being supplied, are what are chiefly complained of. But things are better than they were a few years ago; and it may be hoped that, as time goes on, under the discreet guidance of the Head Masters, these evils will entirely disappear.

Extent to which District Boards fulfil their obligations as to expenditure on education.

24. The table given on pages 12 and 13 will show to what extent the various District Boards fulfilled their obligations with regard to educational expenditure during the past year. It is laid down by Government that District Boards may be called upon to spend on education, exclusive of charges on buildings, not less than twenty-five per cent. of their annual income, not including grants for the same object, nor the school fees. From columns 8 and 9 of the table, it will be seen that the total budget provision for all the Districts fell short of the minimum that might be required by Rs. 94,424, or by Rs. 6,798 more than last year; and from column 17, that the gross expenditure was less than the budget provision by Rs. 29,574. There was thus spent by District Boards on their schools Rs. 1,23,998 less than they might have been called upon to spend. Comparing columns 23, 24, and 25, it will be found that the *net* expenditure—that is, the expenditure from the bare twenty-five per cent. return in column 7—was Rs. 16,617 more than last year, and Rs. 1,11,946 in excess of that expended in 1885-86, that is, the year before the schools were localised. It was, however, less than might have been required by Rs. 1,22,981, which leaves a good margin yet for educational expansion. From columns 15 and 16 of the second section of the table, it will be seen that the budget provision for Primary Education fell short of what might be required by Rs. 71,634, or by Rs. 7,666 more than last year.

Obligations of District Boards considered by Circles and Districts.

25. If the matter of the obligations of the District Boards to education be considered by Circles, it will be found that the expenditure in the Ráwalpindi Circle was 87·3 per cent. of what might have been required; in the Jullundur Circle, it was 87·1 per cent.; in the Deraját Circle, 85 per cent.; in the Lahore Circle, 81·9 per cent.; and, in the Delhi Circle, 75·8 per cent. The fall of the Lahore Circle, in this respect, is owing, not to diminished expenditure, but to the increased income of the Boards. If the Districts be compared, in this connection, leaving Simla out as having but Rs. 470 *net* to spend on education, the Dera Ghází Khán District heads the list with 115·9 per cent. of what might be required. Then follow the Jullundur, Muzaffargarh, Amritsar, Ludhiána, Gujrát, Ráwalpindi, Gujránwála, Hoshiárpur, Siálkot, Karnál, Umballa, and Jhelum Districts, with over 90 per cent.;

and the Rohtak, Sháhpur, Hazára, and Bannú Districts, with between 80 and 90 per cent. There are, thus, as many as seventeen Districts which have little or no margin left, and are doing as much as they can be expected to do, pecuniarily, for education. Only the Kohát and Hissár Districts stand out as being much behind in this respect.

Extent to which Municipal Boards fulfil their pecuniary obligations to education.

26. For Municipal Boards, it is laid down that they may be required to spend on education, not including buildings, *ten* per cent. of their annual income, excluding grants from public sources, and fees; and the table which extends from page 14 to 23 will show to what extent this obligation was fulfilled during the past year. From columns 7 and 8, it will be seen that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,55,812, or by Rs. 3,578 more than last year; and from column 9, that the actual gross expenditure was less than the budget provision, by Rs. 11,282. The total gross expenditure was, therefore, Rs. 1,67,094 less than might have been required. It was, however, Rs. 13,920 more than in the previous year. Comparing columns 14, 15, and 16, it will be found that the *net* expenditure was Rs. 28,390 more than last year, and Rs. 58,204 more than was expended before the localisation of the schools, these figures being swelled by the recent reduction of the grants from Provincial Revenues. The net expenditure is still Rs. 1,54,531 less than the minimum that might be required, leaving a fair margin for further educational expansion.

Obligation of Municipal Boards considered by Circles.

27. The degree to which the Municipalities of the Province fulfil, on an average, their duty to education, in respect of the minimum gross requirement, is 76·2 per cent. The Principal Municipalities spend, on an average, 70 per cent. of the minimum that may be required; whilst the Minor Municipalities spend 96·3 per cent. Making a comparison by Circles, the Jullundur Circle has again the highest average of gross expenditure, or 89·3 per cent.; the Ráwalpindi Circle follows, with 79·2 per cent.; the Deraját Circle, with 77·8 per cent.; the Lahore Circle, with 74·9 per cent.; and the Delhi Circle, with 67·5 per cent. The averages for the Lahore and Delhi Circles are brought down by each of them having two of the largest Municipalities, which spend a comparatively small proportion of their means on education. The Minor Municipalities spend almost everywhere more liberally on education than do the Principal Municipalities, the average for each Circle being over 90 per cent.; and those in the Rohtak, Karnál, Hoshiárpur, Ludhiána, Ferozepore, Amritsar, Sháhpur, Hazára, Mooltan, and Dera Ghází Khan Districts, spend more than the minimum that might be required. Of the Principal Municipalities, those of Jagádhrí, Núrpur, Gurdáspur, Gujránwála, Wazírábád, Siálkot, Gujrát, and Bhera spend more than the minimum, and those at Rohtak, Karnál, Ludhiána, Jhang, Qasúr, Batála, Jhelum, and Abbottábád, over 90 per cent. Of the largest Municipalities, Amritsar spends most liberally on education, with 76·3 per cent. of the possible requirement; Delhi spends 53 per cent., Ráwalpindi, 46 per cent., Pesháwar, 34·1 per cent., Lahore, 20·3 per cent., and Simla, 16·6 per cent. The most liberal expenditure of all is that of the Siálkot Municipality, with 19·7 per cent. more than the minimum they might have been called on to spend.

Comparison of boys under instruction in the different Districts.

28. The subjoined table shows the proportion of boys actually at School, Public and Private, in the different Districts, compared with the number of boys of a school-going age, and

Chapter I, 24.

General Summary.

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	60	550	25,460	26,238	12,089	...	...	60
2. Rohtak	216	...	...	...	1,080	21,900	23,196	22,036	216	...	...
3. Gurgáon	...	...	...	...	1,700	30,564	32,264	24,643	...	...	...
4. Delhi	180	702	500	...	1,050	23,639	26,071	21,967	180	...	...
5. Karnál	400	...	...	...	900	19,369	20,669	18,170	400	...	...
6. Umballa	400	...	...	...	2,900	32,390	35,690	32,449	400	...	...
7. Simla	287	...	...	155	100	470	1,012	1,470	287	...	62
Total Delhi Circle	1,483	702	668	215	8,280	1,53,792	1,65,140	1,32,824	1,483	...	122
8. Kángra	337	...	54	1,023	1,150	27,244	29,808	20,290	337	...	1,023
9. Hoshiárpur ...	360	...	...	96	5,338	37,909	43,703	40,901	360	...	96
10. Jullundur	180	594	312	...	2,550	33,612	37,248	37,120	180	...	...
11. Ludhiána	288	...	...	...	3,730	27,317	31,335	31,096	288	...	...
12. Ferozepore ...	300	...	...	...	1,950	29,070	31,320	28,966	300	...	...
Total Jullundur Circle,	1,465	594	366	1,119	14,718	1,55,152	1,73,414	1,58,373	1,465	...	1,119
13. Jhang	300	...	...	101	830	16,486	17,717	10,619	300	...	...
14. Montgomery ...	...	...	...	461	670	14,481	15,612	11,842	...	...	...
15. Lahore	180	648	...	...	1,335	24,830	26,993	22,514	180	...	...
16. Amritsar	400	...	...	...	6,200	26,750	33,350	31,500	...	...	...
17. Gurdáspur... ...	252	...	...	...	2,500	40,107	42,859	37,012	252	...	...
18. Gujránwála ...	400	...	185	100	4,800	17,882	23,367	24,157	400	84	...
Total Lahore Circle,	1,532	648	185	662	16,335	1,40,536	1,59,898	1,37,644	1,132	84	...
19. Siálkot	...	...	210	400	3,600	36,894	41,104	38,692	...	...	50
20. Gujrát	...	...	100	100	2,500	19,181	21,881	20,825	...	...	...
21. Sháhpur	400	...	60	...	3,000	19,735	23,195	20,000	400	...	...
22. Jhelum	180	...	96	...	3,900	16,660	20,836	19,975	180	...	...
23. Ráwalpindi ...	400	460	...	...	2,700	21,083	24,643	25,326	400	...	...
24. Hazára	...	...	...	...	210	7,290	7,500	7,270	...	...	...
25. Pesháwar	...	144	...	...	190	21,104	21,438	16,030	...	...	...
26. Kohát	158	...	...	...	60	6,776	6,994	3,296	158	...	...
Total Ráwalpindi Circle	1,138	604	466	500	16,160	1,48,723	1,67,591	1,51,414	1,138	...	50
27. Mooltan	400	...	192	...	700	24,586	25,878	20,328	400	...	...
28. Baánú	400	...	...	...	100	11,690	12,190	10,936	400	...	...
29. Dera Isma'íl Khán,	220	216	270	406	275	15,445	16,832	13,620	220	...	...
30. Dera Ghází Khán...	400	...	352	...	140	9,644	10,536	12,280	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,792	13,292	12,924	400	...	...
Total Deraját Circle,	1,820	216	814	406	1,315	74,157	78,728	70,088	1,820	...	...
Grand Total for the Punjab	7,438	2,764	2,499	2,902	56,808	6,72,360	7,44,771	6,50,343	7,038	84	1,291

from District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Gross expenditure during the school-year other than that on School buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on *all* educational items except School buildings.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,276	15,886	7,744	10,465	...	...	168	60	502	9,735	10,020	8,141
700	13,140	14,056	11,244	20,739	216	...	...	...	1,385	19,138	18,871	16,209
900	18,339	19,239	14,682	22,251	...	...	...	67	1,853	20,331	20,812	21,274
550	14,438	15,168	12,224	19,592	180	675	...	...	1,198	17,539	21,250	16,907
500	11,681	12,581	12,720	18,680	400	...	...	...	948	17,331	15,606	11,641
1,300	19,434	21,134	15,235	32,226	400	...	128	121	2,337	29,240	23,993	24,072
100	282	731	1,329	1,327	287	...	...	155	157	729	717	1,096
4,600	92,590	98,795	75,178	1,25,280	1,483	675	296	403	8,380	1,14,043	1,11,269	99,340
250	16,490	18,100	10,058	21,391	337	...	86	66	1,690	19,212	17,859	12,340
4,546	22,864	27,866	22,437	40,161	360	...	...	144	3,529	36,128	32,092	22,711
1,800	20,416	22,396	23,135	36,714	180	594	312	100	2,615	32,913	33,612	29,079
1,700	16,695	18,683	14,325	30,159	288	...	...	130	4,351	25,390	26,989	21,723
740	17,623	18,663	15,198	22,662	300	...	37	...	2,016	20,309	18,038	14,430
9,036	94,088	1,05,708	85,153	1,51,087	1,465	594	435	440	14,201	1,33,952	1,28,590	1,00,283
430	9,966	10,696	6,442	11,345	300	...	...	95	716	10,234	10,663	8,883
500	8,784	9,284	6,654	11,366	...	...	...	270	1,006	10,090	9,776	5,597
600	14,898	15,678	11,596	20,000	180	648	...	...	997	18,175	17,778	15,975
2,400	16,050	18,450	17,960	32,255	400	...	819	...	5,821	25,215	26,234	21,993
2,000	24,064	26,316	23,942	33,775	252	...	...	...	2,183	31,340	29,506	25,340
2,300	11,135	13,919	15,212	22,245	400	...	183	180	5,217	16,265	16,499	14,477
8,230	84,897	94,343	81,806	1,30,986	1,532	648	1,002	545	15,940	1,11,319	1,10,456	92,265
2,400	22,400	24,850	20,838	37,744	...	...	206	311	3,109	34,118	30,748	22,168
1,500	11,689	13,189	11,464	20,916	...	...	106	117	2,934	17,759	14,796	15,107
1,000	11,001	12,401	10,850	20,172	400	...	59	168	2,829	16,716	14,449	8,292
1,300	9,996	11,476	12,140	18,773	180	...	96	...	4,113	14,384	15,417	15,255
1,000	12,973	14,373	14,796	23,556	400	460	...	...	2,478	20,218	21,420	16,129
110	4,374	4,484	5,514	6,498	...	...	...	...	224	6,274	6,509	6,054
90	12,662	12,752	9,049	16,149	...	144	...	...	186	15,819	15,672	10,622
60	4,066	4,284	3,296	2,631	158	...	...	...	33	2,440	2,245	1,289
7,460	89,161	97,809	87,947	1,46,439	1,138	604	467	596	15,906	1,27,728	1,21,256	94,916
350	14,804	15,554	13,258	19,066	400	...	192	...	775	17,699	17,809	15,425
10	7,014	7,424	6,800	10,539	400	...	...	...	111	10,028	9,960	8,407
125	9,285	9,630	7,850	12,167	220	216	270	406	211	10,844	10,471	7,519
40	5,854	6,294	6,611	12,217	400	...	452	...	85	11,280	11,235	10,280
65	7,675	8,140	7,460	12,992	400	...	...	...	106	12,486	11,716	8,998
590	44,632	47,042	41,979	66,981	1,820	216	914	406	1,288	62,337	61,191	50,629
29,916	4,05,368	4,43,697	3,72,063	6,20,773	7,438	2,737	3,114	2,390	55,715	5,49,379	5,32,762	4,37,433

Chapter I, 26.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwání	2,625	...	...	1,700	4,700	9,025	7,082
	Sirsa	1,905	...	...	900	2,470	5,275	3,954
	Minor	35	570	...	2,100	3,512	6,217	5,722
	Total Hissár ...	4,565	570	...	4,700	10,682	20,517	16,758
Rohtak	Rohtak	2,254	312	...	2,334	1,080	5,980	6,036
	Minor	508	3,447	...	2,189	2,889	9,033	10,440
	Total Rohtak ...	2,762	3,759	...	4,523	3,969	15,013	16,476
Gurgáon	Rewárí	4,620	...	...	4,600	4,352	13,572	12,512
	Minor	...	...	...	620	3,273	3,893	2,664
	Total Gurgáon ...	4,620	...	...	5,220	7,625	17,465	15,176
Delhi	Delhi	14,336	...	...	6,500	37,463	58,299	25,800
	Minor	300	1,581	...	950	2,103	4,934	4,446
	Total Delhi ...	14,636	1,581	...	7,450	39,566	63,233	30,246
Karnál	Karnál	1,821	960	...	2,000	2,609	7,390	7,129
	Minor	165	1,080	...	2,000	4,139	7,384	8,356
	Total Karnál ...	1,986	2,040	...	4,000	6,748	14,774	15,485
Umballa	Umballa	2,205	...	203	2,200	3,467	8,075	7,261
	Jagádhrí	3,479	...	...	2,000	1,581	7,060	8,445
	Minor	672	2,258	...	2,510	4,075	9,515	10,392
	Total Umballa ...	6,356	2,258	203	6,710	9,123	24,650	26,098
Simla	Simla	1,662	...	478	2,000	29,901	34,041	5,954
	Total Simla ...	1,662	...	478	2,000	29,901	34,041	5,954
	Total Principal ..	34,907	1,272	681	24,234	87,623	1,48,717	84,173
	Total Minor ...	1,680	8,936	...	10,369	19,991	40,976	42,020
	Grand Total Delhi Circle	36,587	10,208	681	34,603	1,07,614	1,89,693	1,26,193

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,138	2,625	...	...	2,123	2,390	2,228	1,383	
4,135	1,905	...	...	1,206	1,024	930	1,624	
6,190	35	...	...	2,387	3,768	3,086	1,953	
17,463	4,565	...	...	5,716	7,182	6,244	4,960	
5,955	2,254	312	...	3,274	115	272	584	
9,993	508	3,447	...	3,351	2,687	3,307	2,806	
15,948	2,762	3,759	...	6,625	2,802	3,579	3,390	
10,978	4,620	...	...	4,488	1,870	2,241	2,751	
3,846	...	1,133	...	721	1,992	1,958	1,765	
14,824	4,620	1,133	...	5,209	3,862	4,199	4,516	
30,927	14,336	...	...	6,805	9,786	11,002	9,223	
4,644	300	791	...	1,181	2,372	2,258	1,400	
35,571	14,636	791	...	7,986	12,158	13,260	10,623	
7,045	1,821	960	...	2,196	2,068	2,573	1,014	
7,999	165	1,080	...	2,315	4,439	4,093	3,563	
15,044	1,986	2,040	...	4,511	6,507	6,666	4,577	
6,950	2,205	...	303	2,124	2,318	1,747	526	
7,953	3,479	...	...	2,610	1,864	2,266	1,035	
8,656	672	3,259	...	2,157	2,568	4,003	2,481	
23,559	6,356	3,259	303	6,891	6,750	8,016	4,042	
5,648	1,662	...	478	1,560	1,948	1,349	1,107	
5,648	1,662	...	478	1,560	1,948	1,349	1,107	
86,729	34,907	1,272	781	26,386	23,383	24,608	19,247	
41,328	1,680	9,710	...	12,112	17,826	18,705	13,968	
1,28,057	36,587	10,982	781	38,498	41,209	43,313	33,215	

Chapter I, 26. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	48	...	667	664	4,369	4,619
	Minor	...	...	...	...	1,705	1,705	276
	Total Kángra ...	2,990	48	...	667	2,369	6,074	4,895
Hoshiárpur ...	Hoshiárpur	6,056	...	...	6,844	4,441	17,341	14,771
	Minor	...	2,892	...	4,613	3,067	10,572	10,437
	Total Hoshiárpur ...	6,056	2,892	...	11,457	7,508	27,913	25,208
Jullundur ...	Jullundur	5,385	54	300	4,600	5,644	15,983	13,023
	Ráhon	2,841	240	...	2,000	782	5,863	5,477
	Minor	422	3,600	887	4,041	3,537	12,487	13,625
	Total Jullundur ...	8,648	3,894	1,187	10,641	9,963	34,333	32,125
Ludhiána ...	Ludhiána	5,335	1,800	50	4,848	7,907	19,940	18,926
	Minor	...	1,356	...	1,850	2,401	5,607	6,456
	Total Ludhiána ...	5,335	3,156	50	6,698	10,308	25,547	25,382
Ferozepore ...	Ferozepore	2,583	1,440	...	4,800	3,959	12,782	11,024
	Minor	...	1,230	...	920	2,691	4,841	5,066
	Total Ferozepore ...	2,583	2,670	...	5,720	6,650	17,623	16,090
	Total Principal ...	25,190	3,582	350	23,759	23,397	76,278	67,840
	Total Minor ...	422	9,078	887	11,424	13,401	35,212	35,860
	Grand Total Jullundur Circle	25,612	12,660	1,237	35,183	36,798	1,11,490	1,03,700

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
ACTUALS FOR EDUCATION.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i. e.*, in 1885-86.	REMARKS.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,753	2,990	97	12	674	980	1,053	1,084	
344	...	...	...	...	344	359	1,621	
5,097	2,990	97	12	674	1,324	1,412	2,705	
13,489	4,833	108	...	6,934	1,614	—1,393	952	
10,932	...	4,641	...	4,311	1,980	2,402	1,549	
24,421	4,833	4,749	...	11,245	3,594	1,009	2,501	
12,116	5,385	54	299	5,469	909	1,384	1,957	
5,290	2,841	240	...	2,260	—51	—321	408	
11,929	422	3,493	...	4,191	3,823	3,646	3,764	
29,335	8,648	3,787	299	11,920	4,681	4,709	6,129	
18,473	3,335	900	12	3,941	10,285	6,783	5,243	
6,640	...	633	...	1,965	4,042	3,285	3,082	
25,113	3,335	1,533	12	5,906	14,327	10,068	8,325	
10,329	1,039	1,440	...	4,046	3,804	2,573	2,686	
5,327	...	1,542	...	1,314	2,471	2,731	2,228	
15,656	1,039	2,982	...	5,360	6,275	5,304	4,914	
64,450	20,423	2,839	323	23,324	17,541	10,079	12,330	
35,172	422	10,309	...	11,781	12,660	12,423	12,244	
99,622	20,845	13,148	323	35,105	30,201	22,502	24,574	

ter I, 26.
neral
mary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	4,081	245	...	7,000	3,041	14,367	13,900
	Minor	...	50	...	1,700	1,220	2,970	2,936
	Total Jhang ...	4,081	295	...	8,700	4,261	17,337	16,836
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	85	2,210	...	3,060	1,778	7,133	6,939
	Total Montgomery ...	85	2,210	...	3,060	1,778	7,133	6,939
Lahore	Lahore	1,824	...	...	1,200	37,779	40,803	12,150
	Qasúr	255	858	...	2,300	3,588	7,001	7,258
	Minor	...	1,748	240	2,370	2,503	6,861	6,751
	Total Lahore ...	2,079	2,606	240	5,870	43,870	54,665	26,159
Amritsar	Amritsar	23,894	...	...	8,000	38,884	70,778	54,000
	Minor	...	...	...	180	1,573	1,753	1,887
	Total Amritsar ...	23,894	...	...	8,180	40,457	72,531	55,887
Gurdáspur ...	Gurdáspur	7,035	...	...	6,300	600	13,935	13,516
	Batála	2,780	...	...	3,800	2,322	8,902	8,534
	Minor	360	3,136	...	4,890	3,131	11,517	11,633
	Total Gurdáspur ...	10,175	3,136	...	14,990	6,053	34,354	33,683
Gujránwála ...	Gujránwála	3,782	...	...	3,200	5,023	12,005	13,861
	Wazírábád	...	...	...	...	1,726	1,726	2,000
	Minor	...	1,080	...	1,010	1,333	3,423	3,576
	Total Gujránwála ...	3,782	1,080	...	4,210	8,082	17,154	19,437
	Total Principal ...	43,651	1,103	...	31,800	92,963	1,69,517	1,25,219
	Total Minor ...	445	8,224	240	13,210	11,538	33,657	33,722
	Grand Total Lahore Circle	44,096	9,327	240	45,010	1,04,501	2,03,174	1,58,941

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
13,271	4,081	...	113	7,518	1,559	5,843	1,997	
2,887	...	50	...	1,997	840	1,394	959	
16,158	4,081	50	113	9,515	2,399	7,237	2,956	
...	...	...	...	...	...	...	...	
6,457	85	2,436	...	2,893	1,043	607	2,710	
6,457	85	2,436	...	2,893	1,043	607	2,710	
8,308	1,824	...	...	586	5,898	7,170	4,250	
6,524	255	858	...	2,642	2,769	2,412	2,368	
6,515	...	1,752	240	2,377	2,146	1,657	1,919	
21,347	2,079	2,610	240	5,605	10,813	11,239	8,537	
54,013	10,442	...	...	10,619	32,952	19,803	13,121	
1,779	...	...	...	140	1,639	1,585	1,825	
55,792	10,442	...	...	10,759	34,591	21,388	14,946	
14,983	7,035	...	...	5,787	2,161	414	358	
8,423	2,780	...	...	3,381	2,262	1,415	1,890	
10,975	360	3,136	...	5,038	2,441	2,457	4,847	
34,381	10,175	3,136	...	14,206	6,864	4,286	7,095	
12,902	3,782	...	...	3,169	5,951	5,529	3,983	
1,895	...	...	...	...	1,895	1,513	669	
3,256	...	486	...	1,019	1,751	1,094	1,665	
18,053	3,782	486	...	4,188	9,597	8,136	6,317	
1,20,319	30,199	858	113	33,702	55,447	44,099	28,636	
31,869	445	7,860	240	13,464	9,860	8,794	13,925	
1,52,188	30,644	8,718	353	47,166	65,307	52,893	42,561	

Chapter I, 26.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	940	...	4,500	6,436	12,428	14,955
	Pasrúr	180	1,179	...	3,900	567	5,826	5,475
	Minor	792	2,501	...	5,900	1,793	10,986	10,441
	Total Siálkot ...	1,524	4,620	...	14,300	8,796	29,240	30,871
Gujrát	Gujrát	4,224	...	...	4,000	2,109	10,333	10,518
	Minor	...	...	...	...	1,393	1,393	893
	Total Gujrát ...	4,224	...	...	4,000	3,502	11,726	11,411
Sháhpur	Bhera	3,578	...	...	1,800	1,470	6,848	6,582
	Minor	...	240	...	2,402	2,412	5,054	5,528
	Total Sháhpur ...	3,578	240	..	4,202	3,882	11,902	12,110
Jhelum	Jhelum	660	384	3	4,600	2,262	7,909	7,941
	Minor	...	264	...	3,000	2,147	5,411	4,130
	Total Jhelum ...	660	648	3	7,600	4,409	13,320	12,071
Ráwalpindi ...	Ráwalpindi	...	...	...	2,200	12,913	15,113	8,908
	Minor	...	372	...	1,298	4,502	6,172	4,562
	Total Ráwalpindi ...	...	372	...	3,498	17,415	21,285	13,470
Hazára	Abbottábád	1,506	...	...	1,250	1,068	3,824	3,695
	Minor	...	300	...	770	1,822	2,892	3,582
	Total Hazára ...	1,506	300	...	2,020	2,890	6,716	7,277
Pesháwar	Pesháwar	420	...	...	2,500	20,399	23,319	8,541
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	...	...	2,500	20,399	23,319	8,541
Kohát	Kohát	2,461	...	350	1,800	2,587	7,198	5,664
	Minor	...	...	...	...	...	...	...
	Total Kohát ..	2,461	...	350	1,800	2,587	7,198	5,664
	Total Principal ...	13,581	2,503	353	26,550	49,811	92,798	72,279
	Total Minor ...	792	3,677	...	13,370	14,069	31,908	29,136
	Grand Total Rawalpindi Circle	14,373	6,180	353	39,920	63,880	1,24,706	1,01,415

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
14,887	552	873	...	4,371	9,091	6,302	2,211	
5,233	180	1,178	1	3,354	520	−115	810	
9,924	792	2,390	...	4,968	1,774	1,193	3,029	
30,044	1,524	4,441	1	12,693	11,385	7,380	6,050	
11,359	4,224	...	...	4,894	2,241	−220	600	
1,047	...	...	...	...	1,047	958	241	
12,406	4,224	...	...	4,894	3,288	738	841	
7,039	3,578	...	...	2,637	824	1,421	1,162	
6,068	...	240	300	3,487	2,041	2,227	2,066	
13,107	3,578	240	300	6,124	2,865	3,648	3,228	
7,410	660	384	3	4,015	2,348	1,375	1,990	
4,072	...	264	...	2,851	957	330	866	
11,482	660	648	3	6,866	3,305	1,705	2,856	
7,020	...	...	...	2,187	4,833	4,839	4,343	
4,645	...	372	...	1,604	2,669	2,676	1,262	
11,665	...	372	...	3,791	7,502	7,515	5,605	
3,496	1,506	...	...	1,078	912	324	452	
3,288	...	300	...	904	2,084	2,042	1,465	
6,784	1,506	300	...	1,982	2,996	2,366	1,917	
7,951	420	...	...	2,200	5,331	4,558	1,697	
...	...	...	...	...	...	...	...	
7,951	420	...	...	2,200	5,331	4,558	1,697	
5,426	2,461	50	235	1,731	949	691	742	
...	...	...	...	...	...	...	...	
5,426	2,461	50	235	1,731	949	691	742	
69,821	13,581	2,485	239	26,467	27,049	19,175	14,007	
29,044	792	3,566	300	13,814	10,572	9,426	8,929	
98,865	14,373	6,051	539	40,281	37,621	28,601	22,936	

Chapter I, 26. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	10,000	14,700	29,234	20,694
	Minor	...	1,118	144	851	2,045	4,158	3,942
	Total Mooltan ...	4,144	1,508	144	10,851	16,745	33,392	24,636
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	699	4,410	7,059	5,751
	Total Bannú ...	...	1,950	..	699	4,410	7,059	5,751
D. I. Khán ...	Dera Isma'íl Khán ...	180	117	...	1,500	5,350	7,147	4,900
	Minor	...	1,339	420	905	2,275	4,939	2,493
	Total D. I. Khán ...	180	1,456	420	2,405	7,625	12,086	7,393
D. G. Khán ...	Dera Ghází Khán ...	2,915	...	244	3,600	6,791	13,550	11,352
	Minor	...	1,476	390	145	2,201	4,212	4,431
	Total D. G. Khán ...	2,915	1,476	634	3,745	8,992	17,762	15,783
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	2,338	...	742	1,902	5,282	5,020
	Total Muzaffargarh ...	300	2,338	...	742	1,902	5,282	5,020
	Total Principal ...	7,239	507	244	15,100	26,841	49,931	36,946
	Total Minor ...	300	8,221	954	3,342	12,833	25,650	21,637
	Grand Total Derajat Circle	7,539	8,728	1,198	18,442	39,674	75,581	58,583
	Grand Total Principal...	1,24,568	8,967	1,628	1,21,443	2,80,635	5,37,241	3,86,457
	Grand Total Minor ...	3,639	38,136	2,081	51,715	71,832	1,67,403	1,62,375
	GRAND TOTAL FOR THE PUNJAB.	1,28,207	47,103	3,709	1,73,158	3,52,467	7,04,644	5,48,832

from Municipal Funds - concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during the previous year.	Net amount expended before localisation, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
18,834	4,144	243	...	9,728	4,719	4,835	6,049	
4,734	...	1,107	96	795	2,736	2,549	1,177	
23,568	4,144	1,350	96	10,523	7,455	7,384	7,226	
...	...	...	...	...	...	...	...	
5,342	...	1,950	153	573	2,666	3,008	1,994	
5,342	...	1,950	153	573	2,666	3,008	1,994	
4,759	180	117	...	1,437	3,025	2,902	1,975	
4,574	...	1,339	420	444	2,371	1,800	1,788	
9,333	180	1,456	420	1,881	5,396	4,702	3,763	
11,338	2,915	...	244	3,472	4,707	3,615	1,531	
4,221	...	1,476	390	172	2,183	2,135	1,200	
15,559	2,915	1,476	634	3,644	6,890	5,750	2,731	
...	...	...	...	...	...	...	...	
5,016	300	2,652	...	873	1,191	1,393	732	
5,016	300	2,652	...	873	1,191	1,393	732	
34,931	7,239	360	244	14,637	12,451	11,352	9,555	
23,887	300	8,524	1,059	2,857	11,147	10,885	6,891	
58,818	7,539	8,884	1,303	17,494	23,598	22,237	16,446	
3,76,250	1,06,349	7,814	1,700	1,24,516	1,35,871	1,09,313	83,775	
1,61,300	3,639	39,969	1,599	54,028	62,065	60,233	55,957	
5,37,550	1,09,988	47,783	3,299	1,78,544	1,97,936	1,69,546	1,39,732	

Chapter I, 29. General Summary.

may be taken to indicate, with some degree of accuracy, the comparative progress of education in different parts of Province:—

No.	Districts.	Male population.	Boys of school-going age.	Number of boys at school.	Percentage of boys of school-going age.
1	Simla	28,091	4,213	1,689	40·0
2	Jhelum	317,581	47,637	10,035	21·0
3	Ráwalpindi	478,457	71,768	14,917	20·7
4	Hazára	278,265	41,739	8,590	20·5
5	Dera Isma'íl Khán	260,687	39,103	7,558	19·3
6	Bannú	197,536	29,630	5,582	18·8
7	Gujrát	400,514	60,077	10,903	18·1
8	Jullundur	492,877	73,931	12,986	17·5
	Ludhiána	354,409	53,161	9,342	17·5
10	Amritsar	543,084	81,462	13,955	17·1
	Siálkot	598,415	89,762	15,361	17·1
12	Sháhpur	258,147	38,722	6,371	16·4
13	Delhi	344,801	51,720	8,445	16·3
14	Lahore	592,293	88,843	13,924	15·6
15	Gujránwála	379,034	56,855	8,795	15·4
16	Hoshiárpur	540,048	81,007	11,429	14·1
17	Dera Ghází Khán	221,946	33,291	4,613	13·8
18	Mooltan	347,158	52,073	7,124	13·6
19	Pesháwar	383,036	57,455	7,734	13·4
20	Gurdáspur	513,429	77,014	9,124	11·8
21	Umballa	567,381	85,107	9,542	11·2
22	Muzaffargarh	206,924	31,038	3,212	10·3
23	Jhang	233,589	35,038	3,527	10·0
24	Gurgáon	350,229	52,534	4,620	8·7
25	Kohát	112,803	16,920	1,417	8·3
26	Rohtak	313,442	47,016	3,804	8·0
27	Ferozepore	485,600	72,840	5,697	7·8
28	Kángra	397,061	59,559	4,405	7·2
29	Montgomery	269,613	40,441	2,799	6·9
30	Karnál	370,890	55,633	3,434	6·1
31	Hissár	414,909	62,236	3,587	5·7
	Total ...	11,252,249	1,687,837	234,521	13·8

The range is from 5·7 per cent. in Hissár to 40 per cent. in Simla, or, omitting Simla because of the large European element, to 21 per cent. in Jhelum. Eight Districts have less than 10 per cent. of their boys at school; and only two Districts have up to 20 per cent. It may here be remarked that the large attendance on *Rote* Schools in the Ráwalpindi and Deraját Circles gives a comparatively higher place to most of the Districts within these than they would otherwise have been entitled to.

Private enterprise in education.

29. Beyond the Department, every year sees more and more activity displayed in the matter of education, both societies and individuals vying with each other in this respect; and it is to movements of this kind that we have now mainly to look for the further spread of public instruction.

In the Delhi Circle, the Hindu-Muhammadan School, which was opened last year in the Umballa Cantonment, has proved a success; and its undenominational and influential founders have already commenced the erection of a suitable building for its accommodation. The Anglo-Sanskrit School, one of the leading schools in the city of Delhi, which is the oldest school of its kind in the Province, is largely maintained by private subscriptions. The Jain Sabhás of Delhi and Hissár still maintain schools in their respective towns; and the Boarding House at Rewárí, supported by the Bhargav Sabha for the use of boys of the Dhúsar community, is one of the best I have seen.

In the Jullundur Circle, the schools mentioned last year, namely, the Sanátan Dharm School, at Hoshiárpur, the Gurú Singh Sabha Schools at Ferozepore, and the Boys' and Girls' Schools at Bajwára in the Hoshiárpur District, continue to prosper. In the course of the year under report, Anglo-Vernacular

Chapter I, 30. General Summary.

Schools were opened by private persons at Hariána and Nawashahr; and other similar movements are said to be elsewhere taking place.

In the Lahore Circle, the efforts of the promoters of the Daya Nand Anglo-Vedic College at Lahore, of the Islámiya College or Schools in Lahore, Amritsar, and Gujránwála, and of the Khálsa movement at Amritsar, remain unrelaxed. A Khálsa College School was opened at Amritsar in October last, and, somewhat later, an affiliated school was established at Gujránwála. The Sanátan Dharm Sabha, at Lahore, have just completed, at considerable expense, a commodious building for their school. The efforts of the Punjab Association for advancing the cause of female education and social reform in the Province, which have been more active in the past year than for some time previous, are also deserving of notice.

In the Ráwalpindi Circle, Bhái Búta Singh's Sresht Nití Shála, at Ráwalpindi, the Islámiya, Arya, and Sanátan Dharm Schools, and Lála Rádha Kishan's Sanskrit Pátshála, at Pesháwar, an Arya School at Abbottábád, and the Anglo-Sanskrit School at Bhera, reported on last year, continue to exist, and, generally, to do well. In addition to these, two important schools were opened towards the end of the past year in Ráwalpindi—one an Industrial School in the town, opened and wholly supported by the Hon'ble Bába Khem Singh, C.I.E., and the other, the Dennys High School in the cantonment, opened chiefly by members of the Bengali community, for the convenience of the increasing cantonment population. An Anglo-Vernacular Middle School was opened during the year at Gondal in the Siálkot District, and another at Dingah in the Gujrát District; and a number of enterprise Primary Schools were also set up—two in the Gujrát District, two in the Jhelum District, and one, called the Frontier School, in the Pesháwar Cantonment.

In the Deraját Circle, the Bhrátrí Sabha of Dera Isma'íl Khán continues to maintain in efficiency a High Department at that place; and the Islámiya and Anglo-Sanskrit Schools at Mooltan are becoming increasingly efficient and popular. Besides these, no new movement is reported; but it is worthy of note, to be also mentioned in another place, that the people of Jámpur, in the Dera Gházi Khán District, collected the handsome sum of Rs. 12,000 with the object of adding English to the course of studies in the Municipal Board Vernacular Middle School at that place.

Causes of present activity.

30. There can be no doubt that a great tide has set in of active enterprise in education on the part of the people themselves. "A great change," remarks Lála Ságar Chand, "has come over the people. Only a few years ago, they were quite apathetic in matters of education; now, they are all activity. What are the causes of this revolution? I think one is the great religious awakening that has taken place among the people of late, due partly to the establishment of the Arya Samáj, partly to the preaching of Christian Missionaries, and partly to other causes. All sects of the people are now anxious to have schools of their own denomination, so that their children may be early instructed in the principles of their fathers' faiths, and may be less liable to be influenced by other religious systems as they grow up. A second cause lies in the high fees charged in Board and Aided Schools." A third cause is referred to, likely soon to operate, in the want of Public Funds to meet the further demands for new Board Schools, when private enterprise will have to step in. That the spirit for such enterprise should have been so distinctly awakened at this time, is the chief ground for confidence in the continued progress of education in the future.

Chapter II, 31. Controlling Agencies.

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	31	Inspectress of Schools	35
Inspectors of Schools	32	District Inspectors	36
Assistant Inspectors	33	District Officers	37
Inspection work	34	General Educational Conference	38
		Departmental Conference	41

Direction.

31. I remained in the Directorship throughout the year. As usual, the office work was very heavy, with constant meetings to be attended in the interests of education; but I was again able to visit the main educational centres of about half the Province. I was on tour during parts of April, May, October, December, February, and March, and was almost everywhere struck by the growing demand for education, and the amount of private enterprise which this is steadily calling forth.

Inspectors of Schools.

32. The officers in charge of the five Circles of inspection remain as at the end of the previous year, namely,—Mr. J. Harvey, in the Delhi Circle; Lála Piyáre Lál, in the Jullundur Circle; Mr. T. C. Lewis, in the Lahore Circle, and also in charge of the European Schools of the Province; Lála Ságar Chand, B. A., in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán, in the Deraját Circle. During the year, Mr. Harvey went on leave for three months, Lála Piyáre Lál for 82 days, Mr. Lewis for one month, and Lála Ságar Chand for 42 days; and Mr. F. Haden Cope, Principal of the Central Training College, officiated in the four Circles in succession. Maulaví Muhammad Yusaf 'Alí Khán also took leave for a month; and Lála Sheo Lál, B. A., Assistant Inspector, officiated for him.

Miss F. A. Francis remained in the office of Inspectress of Schools throughout the year.

Assistant Inspectors.

33. Among the Assistant Inspectors, several changes took place in the course of the year. In August, the Department suffered a great loss in the death of Lála Jái Gopál Singh, after a service of great efficiency and devotion of over thirty years. This event brought Pandit Rám Lachhman from the Delhi Normal School on to the superior establishment. On the 1st of December, Lála Amolak Rám returned from service in the Biláspur State, displacing Lála Fateh Chand, B.A., District Inspector, who had acted for several years with much industry and acceptance. Lála Nand Kishor, B.A., met with an accident in November, and had to take three months' leave, during which period, first, Khalífa Imád-ud-dín, District Inspector, and then, Lála Fateh Chand, after his relief from the Jullundur Circle, officiated. Bábú Harí Singh went on leave for one month, and Lála Kundan Lál, B.A., District Inspector, who had officiated during Lála Sheo Lál's absence in the Deraját Circle, acted for him. Lála Sheo Lál took 48 days' leave in the summer, but no substitute was appointed. Lála Shiv Diyál, M.A., remained at work throughout the year, as well as Munshi Muhammad Ashraf, B.A., Personal Assistant to the Additional Inspector, Deraját Circle.

Inspection work.

34. The inspection of the schools was carried out, as usual, by both the Inspectors and their Assistants, in a highly efficient

manner; and, with but one or two unimportant exceptions, all the schools were examined in strict accordance with the requirements of the Punjab Education Code. According to the touring returns of the different Circles, the Jullundur Inspector was 181 days on tour and examined 111 schools; the Lahore Inspector, including the visit to Quetta, examined 130 schools in 197 days; the Deraját Inspector, 98 schools in 210 days; the Ráwalpindi Inspector, 145 schools in 211 days; and the Delhi Inspector, 115 schools in 257 days. The returns for the Assistant Inspectors give a minimum of 183 schools in 219 days, in the Deraját Circle, with a maximum of 527 schools in 281 days in the Delhi Circle. The Lahore and Ráwalpindi Circles have two Assistant Inspectors each, which brings down the average of these to 188 days with 285 schools, and 218 days with 335 schools, respectively. The Jullundur Assistant was 288 days on tour, and examined 423 schools. All the Inspecting Officers complain of the hurry with which they have to do their inspections; and there can be no doubt that anything like haste to get over the ground is not compatible with that thoroughness and attention to details which are at present required. The strain is especially great in the Delhi and Jullundur Circles; and everywhere the plan of examining by centres and of calling in the aid of District Inspectors has to be more and more resorted to. I have yet reason to be satisfied that the work continues, as far as can be, excellent; and my acknowledgments are again due to the Inspectors for their continued support and prompt attention to all references, and to both the Inspectors and their Assistants for the ungrudging performance of what have become very arduous duties.

The Inspectress of Schools.

35. The work of the Inspectress was performed with the same care and assiduity as in previous years. A good many schools within Municipal limits have not yet received a visit from the Inspectress; but these are mostly at a distance from the line of railway and not easily reached, and are examined by the Assistant Inspectors. Miss Francis, besides her inspectional duties, supervises the *Normal Classes* for Female Teachers, and holds the Middle Standard and Female Teachers' Certificate Examinations; and the thoroughness and cheerfulness with which she does all that falls to her continue to be deserving of the warmest commendation.

District Inspectors.

36. The work of the District Inspectors for the year is, on the whole, very favourably reported on. They are required to be at least 215 days on tour; to visit every Board School in their Districts at least twice, and the Indigenous Schools in receipt of grants at least once; to keep up and return the statistics of their schools; to see that the departmental regulations are duly observed; and to be the chief local agents for the encouragement of education among the people; and, generally speaking, all these duties have been diligently and well performed. In a few cases, notably in the Ráwalpindi Circle, the tour period was somewhat short; and there is an inclination, in some of the smaller Districts, to reckon the minimum number of visits required as the maximum desirable; but, as already said, the work of most was performed with zeal and efficiency. Some of the larger Districts are in urgent want of Assistant District Inspectors; but the state of the funds has caused the consideration of this matter to be again postponed. Complaints were made during the year from a few Districts of the heaviness of the postal duties now required of the District Inspectors. On inquiry, I found that there were reasonable grounds for the complaints made, and brought the matter to the notice of the Post Master General, who at once had the references and correspondence reduced to within manageable limits.

Chapter II. 37.

Controlling Agencies.

Help from District officials.

37. The cause of education, I am glad to report, continues to receive much encouragement and help from District Officers. In hardly a case can it be said that there is indifference in this respect; and, in many instances, a warm personal interest is taken, to the great benefit of the schools. With a few exceptions, chiefly in the Delhi, Gurgáon, Jullundur, Ferozepore, and Gujránwála Districts, the Tahsíl authorities sufficiently comply with the regulation requiring them to visit the Board or Aided Schools within the limits of their jurisdiction; but, in not many cases, is the real object of these visits quite realized, namely, to awaken a local interest in the schools and the cause they represent. The Zamíndárí, Female, and Indigenous Schools stand in special need of the countenance and support of the Tahsíldárs and men of influence, as contemplated in Article 512 of the Code; and I have occasionally invited attention to this in reviewing the District reports.

General Educational Conference.

38. The ninth annual meeting of the General Educational Conference was held at Lahore in the month of April last. The Conference met on the 25th April, and continued its sittings for three days. It was attended by thirty-three of the members invited, thirteen being official, and twenty non-official.

Matters considered by the Conference.

39. The following matters were considered by the Conference :—

(1). The Science and Commercial Courses recently adopted by the Punjab University: how far may the schools be expected to encourage these?

(2). Should the rules applicable to Public School boys and private candidates as to admission to the Entrance Examination be made to apply to the higher examinations of the University?

(3). The allotment of time for the teaching of Object Lessons in each class of the Primary Department of Board Schools;

(4). Should the courses in Geography be revised so as to exclude from Article 196 (*d*) "A knowledge of the most outstanding features of Indian Geography," and to change in Article 197 (*d*) "The Outlines of the Geography of the World" into "A general knowledge of Europe?"

(5). Should the courses in Arithmetic be revised so as to add part of the Multiplication Table to the First Primary Class, and reduce somewhat the amount prescribed for each of the other Primary Classes?

(6). Whether Inspectors ought to examine an Unaided School, which has acted in a manner in which schools subject to the Inter-School Rules are forbidden to act;

(7). Since the Introductory Primer is no longer prescribed for the Middle School Examination, should the time given to Physical Science in Middle Schools be curtailed?

(8). To provide in Article 232 that free and half-rate studentships be given to poor boys according to their ability, and that such studentships be not given to boys whose abilities are not promising;

(9). To provide in Articles 227 and 228 for the striking off from the lists of free and half-rate scholars the names of any boys on account of idleness or irregular attendance;

(10). Should the provision of Article 227 be made applicable to Zamíndárí Schools ?

(11). Should Attendance and Staff Grants for Indigenous Schools be continued ; and, if not, should the Instruction Grants be correspondingly raised ? If the Attendance Grants are continued, should a Note be added to Article 123 limiting the grant to those scholars only who read a printed book, and disallowing it, if the registers of the schools are clearly unreliable ?

(12). Should the scale of English Teachers for Middle Departments under Article 83 be increased, now that English has been made the medium of instruction in Geography and Arithmetic ?

(13). Revision of the last clause of Article 155 requiring the lesson necessary before a Teacher's Certificate can be made permanent to be given in the presence of the *Inspector ;*

(14). Should the second clause of Articles 184 and 185 providing for the award of Female Teachers' Certificates of the Second Grade to candidates who have failed in the examinations be revised ?

(15). Is a special provision for the issue of Female Teachers' Certificates required under Article 193 ?

(16). Reconsideration of the place given to Mathematics in the Senior Anglo-Vernacular Certificate Examination. If the present regulation be retained, should the Special Certificate for teaching Mathematics be open to those only who gain the ordinary Senior Anglo-Vernacular Certificate ?

(17). Should Article 526 be modified so as to give District Inspectors the authority of an Inspector in the schools under them ?

(18). Technical and Industrial Schools : how far do the circumstances of the country seem to require these ?

Government Resolution on the proceedings of the Conference.

40. The conclusions of the Conference were, in the main, accepted by the Lieutenant-Governor ; and a Resolution has been published embodying those conclusions and His Honor's orders thereon, and conveying the thanks of the Government to the members of the Conference for the helpful results of their labours.

Departmental Conference.

41. The Departmental Conference met immediately after the General Conference. Several important matters were considered, including the distribution of High School Scholarships ; the reduction of the number of stipends in Training Institutions on account of the longer session ; the privileges of certain teachers in Board Schools ; the endorsing of Teachers' Certificates ; the mode of collecting the statistics of Indigenous Girls' Schools ; and the preparation of Instructions for the guidance of Inspecting Officers in examining by the Primary Standards, so as to secure uniformity throughout the Province. The decisions of the Conference were generally approved ; and a Circular has been issued communicating the orders of Government on the several points.

UNIVERSITY EXAMINATIONS, 1893-94 AND 1892-93.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Punjab Intermediate (Arts).	Candidates	238	158	80	..	17	18	...	1	60	46	14	...	315	222	93	...
	Passes ...	155	112	43	...	13	17	...	4	15	20	...	5	183	149	34	...
Punjab Intermediate (Oriental).	Candidates	2	2	...	...	...	...	...	...	2	1	1	..	4	3	1	...
	Passes ...	2	2	...	...	...	...	...	...	1	...	1	...	3	2	1	...
Calcutta B. A. ...	Candidates	2	...	2	..	...	...	...	...	...	...	...	...	2	...	2	...
	Passes ...	1	...	1	...	...	...	...	...	...	...	...	..	1	...	1	...
Punjab B. A. ...	Candidates	(a) 124	88	36	...	12	4	8	..	60	34	26	...	196	126	70	...
	Passes ...	(b) 83	42	41	..	4	..	4	...	26	9	17	...	113	51	62	...
Punjab B. O. L....	Candidates	5	3	2	...	...	...	...	...	...	3	..	3	5	6	..	1
	Passes ...	5	2	3	...	...	...	...	...	...	1	...	1	5	3	2	...
Punjab M. A. ...	Candidates	20	10	10	..	...	...	...	...	1	2	...	1	21	12	9	...
	Passes ...	11	6	5	..	...	...	..	...	1	1	...	...	12	7	5	...
Punjab M. O. L....	Candidates	...	1	...	1	...	...	...	...	...	...	..	...	...	1	..	1
	Passes ...	...	1	...	1	...	...	...	...	..	...	...	...	...	1	...	1
Oriental Language Examinations.																	
Sanskrit Examination.	Candidates	53	51	2	...	62	61	1	...	19	15	4	...	134	127	7	...
	Passes ...	29	12	17	...	30	17	13	...	4	4	...	...	63	33	30	...
Arabic Examination.	Candidates	14	20	...	6	33	27	6	...	4	4	...	...	51	51	...	...
	Passes ...	11	14	...	3	18	8	10	...	...	1	...	1	29	23	6	...
Persian Examination.	Candidates	14	7	7	...	55	66	...	11	17	17	...	...	86	90	...	4
	Passes ...	9	4	5	...	33	28	5	...	8	7	1	...	50	39	11	...
Gurmukhí Examination.	Candidates	4	3	1	...	1	2	...	1	...	...	...	...	5	5	...	...
	Passes ...	2	3	...	1	1	...	1	...	...	...	...	...	3	3	...	...
Professional Examinations.																	
Law (Preliminary Examination).	Candidates	32	35	...	3	...	...	...	...	...	...	...	...	32	35	...	3
	Passes ...	25	23	2	...	...	...	...	...	...	...	...	...	25	23	2	...
Law (First Certificate Examination).	Candidates	12	8	4	...	...	...	...	...	...	1	...	1	12	9	3	...
	Passes ...	5	5	...	...	...	...	...	...	...	1	...	1	5	6	...	1
Law (Licentiate Examination).	Candidates	6	7	...	1	...	...	...	...	1	7	...	6	7	14	...	7
	Passes ...	5	4	1	...	...	...	...	...	...	4	...	4	5	8	...	3
Law (Intermediate Examination).	Candidates	23	14	9	...	...	...	...	...	...	...	...	...	23	14	9	...
	Passes ...	11	3	8	..	...	...	...	...	...	...	...	...	11	3	8	...
Law (L. L. B. Examination).	Candidates	4	...	4	...	...	...	...	...	...	1	...	1	4	1	3	...
	Passes ...	4	...	4	...	...	...	...	...	...	1	...	1	4	1	3	...
Medicine (First Examination for L. M. S.)	Candidates	(c) 56	40	16	...	...	...	...	...	...	...	...	...	56	40	16	...
	Passes ...	(d) 17	12	5	..	...	...	...	...	...	...	...	...	17	12	5	...
Medicine (Second Examination for L. M. S.)	Candidates	(e) 32	23	9	...	...	...	...	...	...	...	...	...	32	23	9	...
	Passes ...	6	14	...	8	...	...	...	...	...	...	...	...	6	14	...	8
Medicine (First Examination for M. B.)	Candidates	1	4	...	3	...	...	...	...	...	...	...	...	1	4	...	3
	Passes ...	...	1	..	1	...	...	...	...	...	...	...	...	...	1	...	1
Medicine (Second Examination for M. B.)	Candidates	2	2	...	...	...	...	...	...	...	...	...	...	2	2	...	...
	Passes ...	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...	...
Civil Engineering (First Examination).	Candidates	6	...	6	...	...	...	...	...	...	...	...	...	6	...	6	...
	Passes ...	2	...	2	...	...	...	...	...	...	...	...	...	2	...	2	...

(a) Includes the 2 of those who went up for the Calcutta B. A. Examination.
(b) Do. the one who passed the Calcutta B. A. Examination.
(c) Do. 9 girls.
(d) Do. one girl.
(e) Do. ditto.

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
Convocation for conferring Degrees ...	42	St. Stephen's College, Delhi... ...	60—63
Examination results	43—49	The Lahore Mission College... ...	64—67
Arts Colleges	50	The Minor Colleges	68
Number and distribution of students,	51	Daya Nand Anglo-Vedic College, Lahore	69
Expenditure	52	Municipal Board College, Amritsar,	70
Scholarships	53	Scotch Mission College, Siálkot ...	71
Examination results for the Provincial Arts Colleges	54	The Islámiya College, Lahore ...	72
Results in each subject	55	The Ráwalpindi Mission College ...	73
The Lahore Government College ...	56—59	The Oriental College, Lahore ...	74—78
		The Medical College, Lahore ...	79

University Convocation.

42. The thirteenth Convocation of the Punjab University was held on the 22nd January, when Degrees in the various Faculties were conferred on the candidates who had been successful in the Examinations held during the year. For the first time in the history of the University, candidates were admitted to Degrees in Law. The Chancellor presided; and the address was delivered by the Vice-Chancellor.

Examination results.

43. The table on the opposite page gives the results of the Arts' Examinations (above the Entrance), of the Oriental Language Examinations, and of the Professional Examinations, including those in Law, Medicine, and Engineering, for the past year, and compares them with the figures of the previous year.

Calcutta University Examinations.

44. In the First Arts Examination of the Calcutta University, there were no candidates last year. In the B. A. Examination there were 2 candidates, of whom one passed. As remarked in previous reports, the Calcutta University has practically ceased to attract candidates from the Punjab above Entrance standing.

Punjab University Examinations.

45. For the Intermediate Examination of the Punjab University, 315 candidates went up on the Arts side, and 183 passed, or 58 per cent., against 149 out of 222, or 67 per cent., in the previous year. On the Oriental side, only 4 went up, of whom 3 passed, against 2 out of 3 last year. In the B. A. Examination, 196 appeared, and 113 passed, or 57 per cent., compared with 51 out of 126, or 40 per cent., in the previous year. In the B. O. L. Examination, 5 candidates appeared, and all passed, against 3 out of 6 last year. For the M. A. Examination, 21 candidates went up and 12 passed, or 57 per cent., against 7 out of 12, or 58 per cent., in the previous return. There were no candidates this year in the M. O. L. Examination, compared with one successful candidate last year. These results, with an average of nearly 58 per cent. of successes on the Arts side and of 88 per cent. on the Oriental side, may be regarded as satisfactory. The higher percentage on the Oriental side is peculiar, and is not, I am convinced, owing either to more efficient instruction on that side, or to the greater facility of acquiring knowledge through the Vernacular, but to a difference in the standards applied. The increased average in the B. A. Examination is especially satisfactory; and it may be observed that but for the increased number of private candidates in the Intermediate and B. A. Examinations, the percentage in both cases would have been a good deal more favourable. It is noticeable that all the M. A. passes were in the Third Division.

Chapter III, 46. University Education.

Oriental Language Examinations.

46. In the Oriental Language Examinations, there was, on the whole, a rise both in the number of candidates and of passes. In Sanskrit, 134 candidates appeared, and 63 passed, or 47 per cent., against 33 out of 127, or only 26 per cent., last year. The passes were 40 by the Proficiency, 12 by the High Proficiency, and 11 by the Honours' standard. In Arabic, out of 51 candidates, 29—13 in Proficiency, 6 in High Proficiency, and 10 in Honours—passed, or 56 per cent., against 23 out of the same number, or 45 per cent., in the previous year. In Persian, 50 out of 86 passed—22 in Proficiency, 11 in High Proficiency, and 17 in Honours, or 58 per cent., against 39 out of 90, or 43 per cent., last year. In Gurmukhí, 3 out of 5 passed, as in the previous year—2 in the Proficiency and 1 in the High Proficiency Examination. Seven candidates passed the additional examination in English, which, under the revised regulations of the University, qualifies them for the Oriental Literary Titles attached to the Language Examinations they have passed. It is still observable that the majority of the candidates, especially in Arabic and Persian, were from institutions outside the Province, the Hyderabad and Jaipur States largely contributing.

Law Examinations.

47. In the Preliminary Examination in Law, 32 candidates appeared, and 25 passed, or 78 per cent., compared with 23 out of 35, or 65 per cent., last year. In the First Certificate Examination, only 5 passed out of 12, or 41 per cent., against 6 out of 9, or 66 per cent., in the previous year. In the Licentiate Examination, 5 out of 7 passed, or 71 per cent., against 8 out of 14, or 57 per cent., last year. In the Intermediate Examination, 11 out of 23 passed, or 47 per cent., compared with 3 out of 14, or 21 per cent., in the previous examination; and in the L. L. B. Examination 4 candidates appeared and all passed, against one successful candidate last year. Except in the First Certificate Examination, the percentages of successes are a marked advance on those of the previous year. The gradual decline in the number of candidates for the Licentiate Examination is attended by a more than corresponding increase on the Degree side. The number of successful candidates in all the Examinations is 50, compared with 41 last year.

Medical Examinations.

48. The number of candidates in the Medical Examinations was a good deal larger than last year, with, however, less satisfactory results on the whole. In the First Examination for Licentiate in Medicine and Surgery, out of 56 candidates, 17 passed, or 30 per cent., compared with 12 out of 40, or 30 per cent., last year. In the Second Examination for Licentiate, only 6 out of 32 candidates passed, or somewhat less than 19 per cent., against 14 out of 23, or 60 per cent., in the previous year. The single candidate in the First M. B. Examination failed; and of two candidates in the Second M. B. Examination one passed, as in the previous year. These results plainly leave a good deal to be desired, and have given rise to complaints against the Examiners. It would be more profitable, if they should give rise to increased diligence on the part of the candidates. I would, however, on this point, refer to the suggestion of the Principal of the Medical College, supported by the Inspector General of Civil Hospitals, whether attainments up to the Intermediate standard should not be made the basis of medical study on the Licentiate as well as the Degree side? It is so in the Calcutta University.

Engineering Examinations.

49. In the First Examination in Civil Engineering, 6 candidates appeared and 2 passed. The return for the previous year was blank. As previously explained, the means of instructing in engineering subjects in the Province is quite inadequate. This

consists of a class for Surveying and Drawing attached to the Mayo School of Art, and taught by the Mayo-Patiála Reader of the Punjab University on Rs. 50 a month. From such a provision, the wonder is more that candidates should pass than that they should fail; and an addition to the present endowment is much required, if any substantial good is to be done in this useful direction.

Arts Colleges.

50. The number of Arts Colleges within British territory is 8, or one more than last year, namely—the Government College, the American Mission College, the Daya Nand Anglo-Vedic College, and the Islámiya College, at Lahore; the Cambridge Mission St. Stephen's College, at Delhi; the Municipal Board College, at Amritsar; the Scotch Mission College, at Siálkot; and a new College, opened last year in connection with the flourishing American Mission School at Ráwalpindi. Four of the above Colleges—the Government, Mission, and Daya Nand Colleges, Lahore, and the St. Stephen's College, Delhi—teach up to the Degree standards. The remaining four instruct only up to the Intermediate Examination.

Number of students.

51. The following table gives the number of students in all the Colleges at the close of the year, and their distribution over the different classes:—

	1893-94.	1892-93.	Increase.	Decrease.
Intermediate Classes ... First Year	313	228	85	...
Intermediate Classes ... Second Year ...	239	162	77	...
B. A. Classes ... ... Third Year ...	96	95	1	...
B. A. Classes ... ... Fourth Year ...	129	89	40	...
M. A. Class	20	15	5	...
Total	797	589	208	...

There is a total rise of 208, which is much larger than in any previous year, and indicates a very rapidly increasing demand for University education. The number in the First Year Class, which shows the recruitment from the schools, is 47 per cent. of the number that passed the Entrance Examination; and the number in the Third Year Class is 64 per cent. of the number that passed the Intermediate Examination. The Second and Fourth Year Classes are somewhat swelled by failures in the examinations at the end of those years. The steady rise in the number of M. A. students is satisfactory.

Expenditure.

52. The statement below gives the direct expenditure on all the Colleges for the year, from the various sources:—

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	50,189	44,908	5,281	...
District Funds	425	200	225	...
Municipal Funds	4,328	4,675	...	347
Fees	43,363	31,903	11,460	...
Subscriptions	9,964	11,159	..	1,195
Endowments and other sources	13,851	14,987	...	1,136
Total	1,22,120	1,07,832	14,288	...

The increase from Provincial Revenues was wholly on the Government College, Lahore, in consequence of the presence throughout the year of the complete staff and of exchange compensation allowances. The rise in the fees covers as much as 80 per cent. of the total increase, which, in the independent

Chapter III, 53. University Education.

Colleges, naturally results in a diminished charge to both Subscriptions and Endowments. The cost to Public Funds is about 44 per cent. of the total expenditure; to Private Funds, it is about 56 per cent.

Scholarships.

53. The following table gives the expenditure on Scholarships for the year from the various sources, and the number of those of different kinds current at the end of the year:—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	9,521	10,442	...	921
	District Funds	216	224	...	8
	Municipal Funds	2,124	1,747	377	...
	University Funds	5,139	4,384	755	...
	Other sources	967	1,028	...	61
	Total	17,967	17,825	142	...
Number of holders of	Government and University Open Scholarships.	69	62	7	...
	Jubilee Scholarships	17	18	...	1
	Zamíndárí Scholarships	7	12	...	5
	Other Scholarships	29	26	3	...
	Total	122	118	4	...

There is an increase of 4 scholarships, with a rise in the expenditure of only Rs. 142. The fall in expenditure from Provincial Revenues is owing chiefly to the lapse of Zamíndárí Scholarships; and the increased charge to University Funds is, as explained last year, on account of the Albert Victor-Patiála Scholarships now fully current. The increase of Close Scholarships, under the head of Other Scholarships, explains the enhanced expenditure from Municipal Funds. Four of the scholarships are held by students in the Muhammadan Anglo-Oriental College, 'Alígarh, leaving 118 to the Provincial Colleges, or an average of a little over one for every seven students.

Examination results for the Provincial Colleges.

54. The statement below gives the results of the University Examinations above the Entrance, so far as concerns the Arts Colleges within British territory:—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	238	158	80	...
	Passes ...	155	112	43	...
B. A., Calcutta	Candidates ...	2	...	2	...
	Passes ...	1	...	1	...
B. A., Punjab	Candidates ...	(a) 124	88	36	...
	Passes ...	(b) 83	42	41	...
M. A., Punjab	Candidates ...	20	10	10	...
	Passes ...	11	6	5	...

(a). Includes the 2 who went up for the Calcutta B. A.

(b). Includes the 1 who passed the Calcutta B. A.

The number both of candidates and passes was in every case higher than in the previous year. In the Punjab University Examinations, the percentages of passes were—Intermediate 65, B. A. 66, M. A. 55, compared with 70, 47, and 60, respectively, last year. The candidates who went up for the Calcutta B. A. Examination and the candidate who passed also went up for and passed the corresponding Examination of the Punjab University; and this return makes no difference in the aggregate. The

successes for these Colleges in the Intermediate and B. A. Examinations are, it will be observed, a good deal more favourable than for the candidates generally.

55. The following table gives the number of candidates and passes in each subject in the different Examinations :— Results in each subject.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examination.	Candidates	1893-94	...	238	19	30	186	238	...	117	12	...	105
		1892-93	...	158	14	22	121	158	...	81	13	...	60
		Increase	...	80	5	8	65	80	...	36	...	...	45
		Decrease	...	...	...	...	...	...	...	...	1	...	...
	Passes	1893-94	...	203	12	21	169	182	...	110	11	...	89
		1892-93	...	134	12	12	105	134	...	77	13	...	58
		Increase	...	69	...	9	64	48	...	33	...	...	31
		Decrease	...	...	...	...	...	...	...	...	2	...	...
B. A. Examination.	Candidates	1893-94	...	124	10	9	68	50	14	36	42	...	21
		1892-93	...	88	4	9	44	37	11	42	18	1	8
		Increase	...	36	6	...	24	13	3	...	24	...	13
		Decrease	...	...	...	...	...	...	...	6	...	1	...
	Passes	1893-94	...	86	10	6	61	42	13	29	39	...	19
		1892-93	...	50	4	6	42	21	10	32	18	...	8
		Increase	...	36	6	...	19	21	3	...	21	...	11
		Decrease	...	...	...	...	...	...	...	3	...	...	...
M. A. Examination.	Candidates	1893-94	...	13	...	...	...	...	...	1	2	...	2
		1892-93	...	5	...	...	...	...	...	1	3	...	...
		Increase	...	8	...	...	...	...	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	...	1	...	...
	Passes	1893-94	...	6	...	...	...	...	...	...	2	...	2
		1892-93	...	4	...	...	...	...	...	...	2	...	...
		Increase	...	2	...	...	...	...	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	...	...	...	...

In the Intermediate Examination, the average percentage of passes in all the subjects is 81. In individual subjects, most of the percentages are remarkably good, as 94 in Philosophy, 91 in History, 90 in Persian, 85 in English, and 84 in Science. The remaining subjects, including Mathematics, Sanskrit, and Arabic, had 76, 70, and 63 per cent., respectively ; so that no return is unfavourable. In the B. A. Examination, the general average of passes is 84, with 100 per cent. in Arabic, 92 in Mathematics (B Course) and History, 90 in Science, 89 in Persian, 84 in Mathematics (A Course), and 80 in Philosophy. The lowest returns are in English and Sanskrit, with 69 and 66 per cent., respectively. Of the M. A. candidates, 13 took English, 1 Philosophy, 2 History, and 2 Physical Science. All the History and Physical Science candidates passed ; 6 passed in English, or 46 per cent. ; and the candidate in Philosophy failed. There is a marked increase in the number of candidates in Physical Science in the Intermediate and B. A. Examinations, and in History, in the latter examination.

LAHORE GOVERNMENT COLLEGE.

56. The report of the Principal on the Lahore Government College is given as Appendix A. to this report. There was no change in the staff during the year ; and, as the Principal remarks, both teachers and students had an opportunity of doing themselves full justice. Principal's report.

57. The number on the roll rose during the year from 171 to 199. The rise was in all the classes except the Third, which fell considerably owing to the opening of B. A. classes in the Daya Nand Anglo-Vedic College, and the enhancement of the fees Statistics for the year.

Chapter III, 58. University Education.

in the Government College to the highest rates. These circumstances will, no doubt, continue to tell on the recruitment to the Third Class from the Minor Colleges; but I have been informed from Lahore that this is practically counteracted in the term just begun by the larger numbers wishing to go beyond the Intermediate stage. The expenditure rose during the year from Rs. 49,415 to Rs. 56,914, owing to the circumstances already explained. The fees again rose considerably, and now equal a little over 27 per cent. of the total expenditure on the College. The net cost to Government of educating each student calculated on the average number on the rolls was Rs. 219. The number of scholarships current in the College at the end of the year was 37, compared with 32 last year.

Examination results.

58. The results of the University Examinations, compared with those of the previous year, are given below :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	35	35	...	...
	Passes ...	23	25	...	2
B. A., Calcutta	Candidates ...	2	...	2	...
	Passes ...	1	...	1	...
B. A., Punjab	Candidates ...	62	42	20	...
	Passes ...	44	16	28	...
M. A., Punjab	Candidates ...	14	8	6	...
	Passes ...	8	5	3	...

In the Intermediate Examination, out of 35 candidates, 23 passed, or 66 per cent., compared with 25 out of the same number, or 71 per cent., last year. The first four places on the list were taken by students of this College. In the B. A. Examination, 44 out of 62 passed, or nearly 71 per cent., against 16 out of 42, or 38 per cent., in the previous examination. The place of this College on the pass list was again very good, with 11 out of the first 13 places. In the M. A. Examination, 8 passed out of 14, or 57 per cent., against 5 out of 8 last year. The M. A. students seem, as a rule, hardly to give themselves fair play, first, by putting a good two years' course into one, and then by combining the study of Law with the Arts subject chosen.

General remarks.

59. The tone of the College and the conduct of the students continue to be satisfactory; although the Principal refers to outside influences to the contrary. The various clubs in connection with the College seem to work beneficially. The interest in cricket, football, and tennis is said to be on the increase; and the Principal notices with satisfaction that the most successful students are, as a rule, also distinguished on the play-ground. A gymnastic instructor, it is to be regretted, has not yet been supplied to the College for want of funds. The Boarding House had 111 students in residence at the end of the year, and is now quite full. This institution, carefully supervised by the Principal, adds, I believe, considerably, to the other attractions of the College. The Principal speaks in high terms of the work of the staff, which I warmly acknowledge; and I also consider that his (Mr. Bell's) management of the College is deserving of special commendation.

St. STEPHEN'S COLLEGE, DELHI.

Principal's report.

60. The report of the Principal on St. Stephen's College, Delhi, which has been kindly sent to me, is given as Appendix B. The serious illness of the Principal deprived the College for six

months of his invaluable services; but, otherwise, the work was little interrupted. Chapter III, 61. University Education.

61. The number of students at the close of the year was 80, compared with 69 last year, showing that the desire for a University education is increasing in Delhi, as elsewhere. The expenditure for the year was Rs. 18,386, of which about 36 per cent. was met from Public Funds, 30 per cent. from Fees, and 34 per cent. from Private Sources. The average cost of educating each student was Rs. 235, the cost to Government being about Rs. 68. Only 6 scholarships were current at the end of the year, or an average of about one for every thirteen of the students. Statistics for the year.

62. The number of candidates and passes in all the examinations was again higher than in the previous year. For the Intermediate Examination, 31 candidates went up, and 15 passed, or somewhat over 48 per cent., against a general average of 58. In the B. A. Examination, 7 out of 10 passed, or 70 per cent., compared with a general average of 57. In the M. A. Examination 4 appeared, and 2 passed, which is slightly below the general average. The Principal is not quite pleased with the results, and attributes the comparatively lower place taken by the Delhi men to the fact that about nine-tenths of them are day students, whose household duties interfere with their work. He also remarks on the serious delay which occurred this year in the publication of the results. Examination results.

63. With the exception of one serious offence, the conduct of the students was, as heretofore, excellent. Much is done to wholesomely influence the students; and the high repute of the St. Stephen's College in this particular is well maintained. Progress appears to have been made in the direction of a love of outdoor games; but a good deal is still left to be desired in this matter; and the want of a special play-ground is greatly felt. The Boarding House had only 6 in residence at the end of the year; and the provision of a special Boarding House for students of the Dhúsar community at Agra is likely, the Principal thinks, to draw the most of such beyond Delhi. The Principal notices with satisfaction the founding of another prize by an old student, which he contrasts with the indifference of the wealthy residents of the city in matters of this nature. General remarks.

LAHORE MISSION COLLEGE.

64. The report on the Lahore Mission College, with which the Principal has been kind enough to supply me, is given as Appendix C. Principal's report.

65. The number of students rose during the year from 184 to 226; and this College remains the most numerously attended in the Province. There was a slight fall in the attendance of the Third Year Class, owing, no doubt, to the opening of B. A. classes in the Daya Nand College; but the numbers in the other classes had all largely increased. The expenditure for the year was Rs. 24,756, or a little more than last year, of which about 15 per cent. was met from Provincial Revenues, 52 per cent. from Fees, and 33 per cent. from Mission Funds. The average cost of educating each student was Rs. 112, of which Rs. 16-12-0 was met by Government. Forty-nine scholarships were current at the end of the year, or an average of a little over one for every five students. As these scholarships are won in open competition, this speaks well for the general proficiency of the students. Statistics for the year.

66. In the Intermediate Examination, 60 candidates appeared, and 39 passed, or 65 per cent., compared with a general aver- Examination results.

Chapter III, 67. University Education.

age of 58 per cent. for the Province. Two students passed in the First Division. In the B. A. Examination 32 out of 52 passed, or 61 per cent., against a general average of 57, two students again getting a place in the First Division. A fair share of the Open Scholarships again fell to this College, with the Aitchison-Rám Rattan Scholarship for the highest marks in Sanskrit in the B. A. Examination.

General remarks.

67. The remarks of the Principal on the demeanour of the students are highly satisfactory; and the means taken to supervise and influence them continue to be of an interesting and praiseworthy kind. Encouragement is given to physical exercise; and efforts were made during the year to get every student to take to some game or other. The average attendance in the Boarding Houses rose from 96 to 121. The need of more accommodation is again referred to by the Principal, with the hope that this will soon be supplied.

THE MINOR COLLEGES.

Reports on the Minor Colleges.

68. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College and the Islámiya College at Lahore, and the Municipal Board College at Amritsar, is given as Appendix D., and the report of the Inspector, Ráwalpindi Circle, on the Scotch Mission College at Siálkot, and the new American Mission College at Ráwalpindi, as Appendix E. These Colleges, except the first, teach up to the Intermediate standard only.

Daya Nand College.

69. The Daya Nand Anglo-Vedic College is a Minor College only in the sense that it has not yet taught up to the Degree standards. Numerically, it is the second largest College in the Province; and, as B. A. classes were opened at the beginning of last year, it will be returned in future among the larger and fully equipped Colleges. The numbers rose during the year from 116 to 211. The expenditure amounted to Rs. 9,333, of which Rs. 5,255, or 56 per cent., was met from Fees, and the rest from Endowments and Subscriptions. The average cost of educating each student was Rs. 51. Ten scholarships, including only 3 won in open competition, were current at the end of the year, or one for every twenty-one students. In the Intermediate Examination, 56 passed out of 82 candidates, or 68 per cent., against a general average of 58. Games are not yet systematically played, which is to be regretted, as a Boarding House with 116 in residence gives an excellent opportunity for this. This College continues from its very great success to merit the support, if also the anxious concern, of its enterprising founders.

Amritsar Municipal Board College.

70. The number of students in the Municipal Board College at Amritsar is 31, or one more than last year. The expenditure was Rs. 4,479, of which Rs. 1,651, or 36 per cent., was met from Fees, and the rest from Municipal Funds. The average cost of educating each student was Rs. 149. Seven scholarships were current at the end of the year. Of 14 candidates in the Intermediate Examination, 13 passed, or 92 per cent., which is again a highly creditable result. Sports are pursued with zeal, the staff taking much interest in this important matter. Only 4 students are resident in the Boarding House, the rest mostly belonging to Amritsar.

Siálkot Mission College.

71. The Scotch Mission College, Siálkot, had 20 students on the roll at the end of the year, instead of 11 last year. The expenditure amounted to Rs. 6,000, of which about 12 per cent. was met from District and Municipal Funds, 23 per cent. from Fees, and the remainder by the Mission. The average cost per student was Rs. 262. Five Open Scholarships were current at the

end of the year. In the Intermediate Examination 6 out of 9 candidates passed, or 66 per cent. The Principal speaks very favourably of the conduct of the students, who are carefully supervised out of College.

Islámiya College, Lahore.

72. The number in attendance on the Islámiya College, Lahore, rose during the year from 8 to 17. The expenditure was Rs. 1,802, mostly met from Subscriptions. Four scholarships, founded by the Anjuman-i-Himáyat-i-Islám, were current at the end of the year. Of 7 candidates who appeared in the Intermediate Examination, 3 passed. Attention is paid to moral and physical training. The fee charged is low at Rs. 2, to meet the case of the poorer Muhammadan community.

Mission College, Ráwalpindi.

73. The American Mission College at Ráwalpindi was opened in June, 1893, and had 13 First Year students at the end of the year. The expenditure is said to have been met from the Fees. This College has made a good start. It is in efficient hands, and is said by the Inspector to meet a real want.

THE ORIENTAL COLLEGE, LAHORE.

Principal's report.

74. The report of the Principal on the Oriental College, Lahore, with the remarks of the Managing Committee thereon, is given as Appendix F. Some of the details are omitted.

Number and distribution of students.

75. The number of students rose during the year from 122 to 127,—73 of these belonging to the College Department, and 54 to the School. Of those in the College Department, 15 are on the *General* side reading for the Intermediate and Degree Examinations, and 58 on the *Language* side reading for the Oriental Titles Examinations. Regarding the former, I observe again that 3 are returned as reading for *Arts'* Degrees, who, though taught in the Oriental College under a special arrangement made with the Punjab Government, properly belong to the Government College, and should have been so returned. Of those in the School Department, 7 are preparing for the Entrance Examination in Urdú, and 47 for the Proficiency (or lowest) Examination in Oriental Languages. As many as 103 of the students now read English,—72 at the Primary, 23 at the Middle, and 8 at the High School stage. In addition to the above, 135 students of the Government College received instruction in their Oriental Languages, under the arrangement already referred to, from the staff of this College. Fifty-two in the College Department and 17 in the School were in receipt of Scholarships or Stipends at the end of the year. According to creed, the returns give 57 Muhammadans, 55 Hindús, and 15 Sikhs.

Expenditure.

76. The total expenditure for the year amounted to Rs. 31,626, of which Rs. 26,394 is debited to the College Department, and Rs. 5,232 to the School. Omitting from each what are properly indirect charges, the direct expenditure on the College Department was Rs. 20,289, and on the School, Rs. 4,670, 65 per cent. of which, in the former case, was met from Public Funds, and 52 per cent., in the latter. The average cost, per student, in the College Department, was Rs. 281; in the School, it was Rs. 103.

Examination results.

77. From the College Department, on the General side, 2 candidates appeared in the Intermediate Examination and 5 in the B. O. L., and *all* passed. There were no M. O. L. candidates last year; but 2 Arts' students appeared in the M. A. Examination, in an Oriental Classical Language, and one passed. On the Oriental side, 9 appeared in the two higher Examinations (High Proficiency and Honours) in Sanskrit, and 6 passed, or 66

Chapter III, 78. University Education.

per cent.; 11 appeared in the corresponding Examinations in Arabic, and 10 passed, or 91 per cent.; 10 appeared in Persian, and 8 passed, or 80 per cent.; and one appeared in the High Proficiency Examination in Gurmukhí, but failed. From the School Department, on the General side, 3 candidates appeared in the Entrance Examination in Urdú, and all passed. On the Oriental side, 8 out of 12 passed the Proficiency Examination in Sanskrit, or 66 per cent.; one out of 3 passed the corresponding Examination in Arabic, or 33 per cent.; one out of 4 passed in Persian, or 25 per cent.; and 2 out of 3 in Gurmukhí, or 66 per cent. For the students of the Government College, the results in Oriental Languages in the Arts' Examinations were satisfactory. It is noticeable, however, that only one student in the two B. A. classes was reading Sanskrit last year.

General remarks.

78. The management of this institution, under Dr. Stein, continues thoroughly efficient; and the examination results for the year, so far as percentages of successes go, were generally very satisfactory. But the expense of the output—in the sense that it costs more to produce, on an average, a Munshí, Maulaví, or Pandit, with also a few Bachelors of Oriental Learning, than a B. A. or M. A. taught mostly by English Professors—is, I consider, a matter which merits the anxious consideration of the University authorities.

THE MEDICAL COLLEGE, LAHORE.

Principal's report.

79. The report of the Principal of the Medical College, Lahore, is given as Appendix G.; and the following remarks, in review of the report, have been forwarded to me by the Inspector-General of Civil Hospitals :—

Review of Inspector-General.

"During the year under report there was a considerable addition to the numerical strength both of the College and School. The increase in numbers has been progressive for years past, as the following figures show :—

1889-90.	1890-91.	1891-92.	1892-93.	1893-94.
106	124	144	158	189

"This steady annual augmentation clearly indicates that Medicine as a career is becoming year by year more attractive to those who have a livelihood to earn. This is further emphasised by the fact that parents and others are more willing to spend money on a Medical education, for the receipts from students have distinctly increased this year.

"In the School Division it would seem that payment for education can scarcely yet be hoped for. The students attending the School belong to such poor classes that few of them can exist without stipends from some source or other. Nevertheless, the number of free students in the School this year is somewhat larger than heretofore.

"As pointed out by the Principal, the size of the classes in the School will necessarily vary with the greater or smaller requirements of Government for Hospital Assistants of various sorts. But whether it is that Government annually employs more Medical subordinates, or whether possibly a greater number find a living in private practice, the School totals annually increase: thus in successive years I find the attendance to have been 194, 173, 178, 239, and 286.

"I may note in passing that each increase means extra work to the already small staff.

"*Examinations.*—The remarks made by the Principal on this subject are very just. Examiners are, I fear, capricious. Taking a series of years, I find the following figures :—

" Passes per cent. :—

50, 75, 72, 40, 38, 42, 60, 20.

" Such eccentricities in the results of examinations depend, I think, much more on the Examiners than on the students, for the average run of students cannot vary considerably one year with another.

" Be this as it may, the results this year deserve serious consideration.

" They may have been due to the nature of the questions or to unduly severe marking, or to both.

" Some things suggest themselves as safeguards in future.

" As the papers are mostly set by strangers and often inexperienced Examiners, could they be submitted to a Moderator who should see that they were fair pass questions ? If so, how should such a Moderator be appointed ? These are points for the University to determine.

" Possibly Examiners might resent such supervision ; but I don't think it would be likely.

" As the written part of the examination is conducted by persons far from Lahore, it is impossible that they could meet to discuss individual cases ; but I would suggest that when the *viva voce* portion of the examination is also finished and the totals are being made up, it might be within the province of the *viva voce* (and hence local) Examiners to meet together and consider the treatment of candidates who fail by only a few marks.

" Of course, the interpretation of a ' few ' should be defined, and not too elastic.

" Possibly some such measures as the above might help to keep the examinations more even.

" Ignorance of the pass standards, on the part of the Examiners, ought not to exist. The University when appointing Examiners ought surely to fully inform them of the conditions involving failure, and draw special attention to the rules on this subject.

" Female students are not numerous. Several stipends are offered to girls to induce them to take up a medical career, but few seem willing to avail themselves of the boon. If one can judge by other Provinces, Medicine should offer a fairly lucrative career to trained women. I don't know whether the existence of these stipends is sufficiently published to the class of people for whom they are intended. It might possibly be well if District authorities were asked to let it be more generally known that a free Medical education is offered to suitable girls for whom a subsequently profitable occupation should be almost certain.

" The working of both institutions, School and College, was economical during the year when compared with the preceding 12 months.

" The cost of a College student, ascertained by dividing the total expenses by the attendance, was Rs. 348. The School student costs only Rs. 60.

" I fancy the figures thus arrived at are probably not correct, for I gather that the cost of the teaching staff is mainly put down to the College.

" I can fully endorse what is said by the Principal in his remarks on the ' Examinations,' under the head ' Deficient Preliminary Education of Students.' I taught for several years in the Calcutta Medical College. We found it essential to ask the University to insist on College students passing the F. A. Examination. Even then the students often had great difficulty in following the lectures at first. I am of opinion that the Punjab University should raise its Preliminary Standard for Medical College students similarly.

" The College staff deserve great credit for the excellent work they year by year perform, though greatly underhanded.

" I fear it is hopeless at present to expect any numerical addition to the staff, but it is sadly needed. No one should lecture on more than one subject. So fully is this recognised that none of the Examining Boards of the United Kingdom will accept certificates of attendance on two different subjects from the same Professor.

" Would it not be possible to raise the fees ? They are extremely low. In this way funds might be acquired to pay for one extra Professor at least."

Chap. IV, A, 80.

Secondary Schools.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Anglo-Vernacular.				Vernacular.							Number of				
		Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Board Schools.	Aided Schools.	Unaided Schools.	Total.	Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Open Scholarships.	Jubilee Scholarships.	Zamíndárí Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.	1893-94 ...	24	20	8	52	...	1	1	2	54	...	...	...	...	...	...	...
	1892-93 ...	23	20	8	51	...	1	...	1	52	...	...	...	...	...	...	...
	Increase ...	1	...	...	1	...	...	1	1	2	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1893-94 ...	54	21	20	95	122	...	1	123	218	...	...	...	...	...	...	...
	1892-93 ...	52	21	12	85	123	...	1	124	209	...	...	...	...	...	...	...
	Increase ...	2	...	8	10	...	...	...	...	9	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1893-94 ...	78	41	28	147	122	1	2	125	272	...	...	...	...	...	...	...
	1892-93 ...	75	41	20	136	123	1	1	125	261	...	...	...	...	...	...	...
	Increase ...	3	...	8	11	...	...	1	...	11	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars. — High Stage.	1893-94 ...	952	789	350	2,091	...	54	15	69	2,160	2,137	331	314	58	24	84	480
	1892-93 ...	926	759	376	2,061	...	50	...	50	2,111	2,095	332	307	51	20	74	452
	Increase ...	26	30	...	30	...	4	15	19	49	42	...	7	7	4	10	28
	Decrease ...	...	...	26	...	...	...	...	...	...	...	1	...	...	...	...	...
Middle Stage.	1893-94 ...	4,292	2,249	1,311	7,852	4,068	...	55	4,123	11,975	7,726	2,916	578	123	45	618	1,364
	1892-93 ...	4,328	2,273	1,112	7,713	4,028	...	25	4,053	11,766	7,609	2,854	588	120	51	646	1,405
	Increase ...	...	...	199	139	40	...	30	70	209	117	62	...	3	...	...	...
	Decrease ...	36	24	...	...	...	...	...	...	...	...	...	10	...	6	28	41
Total Secondary Stage.	1893-94 ...	5,244	3,038	1,661	9,943	4,068	54	70	4,192	14,135	9,863	3,247	892	181	69	702	1,844
	1892-93 ...	5,254	3,032	1,488	9,774	4,028	50	25	4,103	13,877	9,704	3,186	895	171	71	720	1,857
	Increase ...	...	6	173	169	40	4	45	89	258	159	61	...	10	...	...	...
	Decrease ...	10	...	...	...	...	...	...	...	...	...	...	3	...	2	18	13
Upper Primary Stage.	1893-94 ...	5,450	2,438	1,029	8,917	3,029	...	100	3,129	12,046	8,890	2,928	29	11	14	78	132
	1892-93 ...	5,056	2,379	903	8,338	2,966	...	60	3,026	11,364	8,326	2,438	14	8	4	59	85
	Increase ...	394	59	126	579	63	...	40	103	682	564	490	15	3	10	19	47
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Stage.	1893-94 ...	7,136	4,303	2,057	13,496	10,705	...	119	10,824	24,320	1,104	5,870	...	...	...	23	23
	1892-93 ...	6,810	4,179	1,433	12,422	10,358	...	4	10,362	22,784	803	5,755	...	...	...	35	35
	Increase ...	326	124	624	1,074	347	...	115	462	1,536	301	115	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	12
Total Primary Stage.	1893-94 ...	12,586	6,741	3,086	22,413	13,734	...	219	13,953	36,366	9,994	8,798	29	11	14	101	155
	1892-93 ...	11,866	6,558	2,336	20,760	13,324	...	64	13,388	34,148	9,129	8,193	14	8	4	94	120
	Increase ...	720	183	750	1,653	410	...	155	565	2,218	865	605	15	3	10	7	35
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total.	1893-94 ...	17,830	9,779	4,747	32,356	17,802	54	289	18,145	50,501	19,857	12,045	921	192	83	803	1,999
	1892-93 ...	17,120	9,590	3,824	30,534	17,352	50	89	17,491	48,025	18,833	11,379	909	179	75	814	1,977
	Increase ...	710	189	923	1,822	450	4	200	654	2,476	1,024	666	12	13	8	...	22
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

SECTION A.—SECONDARY SCHOOLS.

	Paras.
General statistics	80
Number of schools	81
Number of scholars	82
Expenditure	83
Fees	84
Scholarships	85
Examination results	86
Entrance Examination	87—88
Middle School Examination ...	89—90
Calcutta Entrance Examination ...	91
Boarding Houses	92—93
Advance of English compared with Vernacular education	94

SECTION B.—PRIMARY SCHOOLS.

General statistics	95
Number of schools and scholars ...	96
Expenditure	97
Fees	98
Scholarships...	99
Examination results	100—102
Zamíndárí Schools	103
Gurmukhí Classes	104

SECTION C.—GENERAL QUESTIONS.

General character of the instruction	105
Suggestions for improvement ...	106
Conduct and discipline	107
Physical training	108
School buildings and accommodation	109
Furniture and appliances	110
General progress	111
Teachers' Associations	112

SECTION D.—EDUCATION IN NATIVE STATES.

Number of institutions and scholars	113
Examination results	114

SECTION A.—SECONDARY EDUCATION.

Statistical table.

80. The table on the opposite page compares the statistics of Secondary Schools for Native Boys for the last two years.

Number of schools.

81. The number of Secondary Schools is now returned as 272, or 11 more than last year. The increase was in 2 High Schools, and 9 Middle Schools, 1 of the former and 8 of the latter being Unaided Schools. The rise was entirely in Anglo-Vernacular Schools, of which there are now 147, as compared with 125 Vernacular Schools. According to grade, the schools are now 54 High Schools—52 Anglo-Vernacular, and 2 Vernacular—and 218 Middle Schools—123 Vernacular, and 95 Anglo-Vernacular. The two Vernacular High Schools are the School attached to the Oriental College, Lahore, and Lála Rádha Kishan's Sanskrit Pátshála at Peshawar.

Number of scholars.

82. Corresponding with the increase in the number of schools, but in greater proportion, there is a rise in the number of scholars from 48,025 to 50,501, or by 2476. The increase was in all the classes of schools, particularly the Board and Unaided Schools. In the High Departments, there are now 2160 scholars, or 49 more than last year; in the Middle, there are 11,975, or an increase of 209, giving altogether 14,135 at the Secondary stage of instruction, compared with 13,877 in the previous return. The remainder, or 36,366, belong to the Primary stage, being an increase on last year of 2218 scholars. Seventy-three per cent. of the total rise was in the Anglo-Vernacular Schools. The increase in the number of agriculturists is marked; and close on 24 per cent. of the whole attendance in Secondary Schools is now of this section of the people.

Chap. IV, A, 83.
Secondary Schools.
Expenditure.

83. The subjoined statement gives the expenditure from all sources on the different classes of Secondary Schools for Native Boys for the last two years:—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1893-94 ...	11,723	25,486	1,51,063	1,70,159	7,975	3,66,406
	1892-93 ...	10,901	24,908	1,45,538	1,57,762	8,605	3,47,714
	Increase ...	822	578	5,525	12,397	...	18,692
	Decrease ...	...	...	...	...	630	...
Aided Schools ...	1893-94 ...	64,689	1,552	15,381	1,00,328	64,927	2,46,877
	1892-93 ...	64,376	1,430	13,845	95,904	57,070	2,32,625
	Increase ...	313	122	1,536	4,424	7,857	14,252
	Decrease ...	...	...	...	...	...	...
Unaided Schools ...	1893-94 ...	...	...	...	29,102	23,653	52,755
	1892-93 ...	...	...	...	20,268	17,377	37,645
	Increase ...	...	...	...	8,834	6,276	15,110
	Decrease ...	...	...	...	...	...	...
Total Anglo-Vernacular Schools.	1893-94 ...	76,412	27,038	1,66,444	2,99,589	96,555	6,66,038
	1892-93 ...	75,277	26,388	1,59,383	2,73,934	83,052	6,17,984
	Increase ...	1,135	700	7,061	25,655	13,503	48,054
	Decrease ...	...	...	...	...	...	...
VERNACULAR SCHOOLS.							
Board Schools ...	1893-94 ...	...	71,001	16,828	31,075	666	1,19,570
	1892-93 ...	...	67,812	18,249	30,767	952	1,17,780
	Increase ...	...	3,189	...	308	...	1,790
	Decrease ...	...	...	1,421	...	286	...
Aided Schools ...	1893-94 ...	2,029	176	236	19	2,210	4,670
	1892-93 ...	2,057	179	239	17	2,184	4,676
	Increase ...	...	...	...	2	26	...
	Decrease ...	28	3	3	...	...	6
Unaided Schools ...	1893-94 ...	...	...	...	930	2,174	3,104
	1892-93 ...	...	...	...	430	1,948	2,378
	Increase ...	...	...	...	500	226	726
	Decrease ...	...	...	...	...	...	...
Total Vernacular Schools.	1893-94 ...	2,029	71,177	17,064	32,024	5,050	1,27,344
	1892-93 ...	2,057	67,991	18,488	31,214	5,084	1,24,834
	Increase ...	...	3,186	...	810	...	2,510
	Decrease ...	28	...	1,424	...	34	...
Grand Total Anglo-Vernacular and Vernacular Schools	1893-94 ...	78,441	98,215	1,83,508	3,31,613	1,01,605	7,93,382
	1892-93 ...	77,334	94,329	1,77,871	3,05,148	88,136	7,42,818
	Increase ...	1,107	3,886	5,637	26,465	13,469	50,564
	Decrease ...	...	...	...	...	...	...
Scholarships ...	1893-94 ...	3,888	44,106	10,694	...	3,510	62,198
	1892-93 ...	3,269	41,635	11,152	95	2,363	58,514
	Increase ...	619	2,471	...	...	1,147	3,684
	Decrease ...	...	...	458	95	...	...

Chap. IV, A, 84. Secondary Schools.

There is a total increase of Rs. 50,564, of which Rs. 20,482 was on Government and Board Schools, Rs. 14,246 on Aided Schools, and Rs. 15,836 on Unaided Schools. Of the total expenditure, which is now Rs. 7,93,382, Provincial Revenues contribute something under 10 per cent., District Funds, a little over 12 per cent., Municipal Funds, 23 per cent., Fees, 42 per cent., and Private Sources, 13 per cent. The increased cost in the Government and Board and the Unaided Schools was partly due to the employment of a greater number of teachers on account of the extra schools and scholars, partly to the substitution of English for Vernacular Masters to teach Arithmetic and Geography, and partly to the supply of Gymnastic Instructors, and of gymnastic and other school appliances. In the Aided Schools, the increase was mainly due to the last two causes. According to the figures now returned the average annual cost, per scholar, in Secondary Schools is about Rs. 15-11; in Anglo-Vernacular Schools, it is Rs. 20-9; and in Vernacular Schools, it is just over Rs. 7.

Fees.

84. The amount taken in Fees rose during the year from Rs. 3,05,148 to Rs. 3,31,613, or by Rs. 26,465, and now equals, as already stated, 42 per cent. of the total expenditure. The increase extended to all classes of schools, but was not considerable on the Vernacular side. The contrast between the Aided and the Unaided Vernacular School in this respect is very striking. In the former, the School attached to the Oriental College, Lahore, with 54 scholars, only Rs. 19 is returned as Fees; whereas in the Sanskrit Pátshála at Pesháwar, with 70 scholars, Rs. 930 is so returned. The Anglo-Vernacular Schools contribute just over 90 per cent. of the Fee receipts.

Scholarships.

85. The number of Scholarships of all kinds current at the end of the year was 1999, or 22 more than in the previous year. The increase was exclusively in the scholarships paid from Public Funds, which are all awarded on the results of the Public Examinations. In the High Departments, 480 scholarships were current, or an average of a little over one to every five of the scholars reading at that stage; in the Middle Departments, 1364 were current, or a little less than one to every eight of the scholars; and in the Primary Departments, 155 were current, partly on account of scholars reading English after passing the Upper Primary Examination in the Vernacular, and partly of *wazífas* paid to poor boys in certain schools. The total expenditure on scholarships for the year was Rs. 62,198, or Rs. 3,684 more than last year. The increase was divided between the Provincial Revenues, District Funds, and Private Sources. The expenditure from Provincial Revenues is on account of a fixed number of Jubilee and Zamíndárí High School Scholarships provided by Government. The Sir James Lyall Scholarships, open to certain classes in the Kángra District, were not awarded last year, as there were no eligible candidates. Rules for the award of the Sardár Jagjodh Singh Scholarships in the Gujrát District were drawn up during the year.

Examination results.

86. The table on the next page compares the results of the Entrance and Middle School Examinations as regards

Chap. IV, A, 87. Secondary Schools.

the Secondary Schools for Native Boys in the Province, for the last two years.

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1893-94 ...	447	346	77·4	1,538	1,382	89·7	132	126
	1892-93 ...	427	295	69·1	1,369	679	49·6	142	108
	Increase ...	20	51	8·3	169	703	40·1	...	18
	Decrease ..	...	...	...	...	...	...	10	...
Aided Schools ...	1893-94 ...	395	278	70·3	814	725	89·0	137	132
	1892-93 ...	386	256	66·3	776	328	42·3	105	75
	Increase ...	9	22	4·0	38	397	46·7	32	57
	Decrease ...	...	...	...	...	...	...	...	...
Unaided Schools ...	1893-94 ...	157	111	70·7	464	382	82·3	31	27
	1892-93 ...	178	109	61·2	424	91	21·5	19	7
	Increase ...	...	2	9·5	40	291	60·8	12	20
	Decrease ...	21	...	...	...	...	...	...	...
Total Anglo-Vernacular Examination.	1893-94 ...	999	735	73·5	2,816	2,489	88·3	300	285
	1892-93 ...	991	660	66·6	2,569	1,098	42·7	266	190
	Increase ...	8	75	6·9	247	1,391	45·6	34	95
	Decrease ...	...	...	...	...	...	...	...	...
Vernacular Examination.									
Board Schools ...	1893-94 ...	...	...	...	1,302	1,077	82·7	...	...
	1892-93 ...	3	2	66·6	1,253	955	76·2	...	...
	Increase ...	...	...	...	49	122	6·5	...	...
	Decrease ...	3	2	66·6	..	...	...	...	...
Aided Schools ...	1893-94 ...	3	3	100·0	23	20	86·9	...	...
	1892-93 ...	2	1	50·0	22	19	86·4	...	...
	Increase ...	1	2	50·0	1	1	·5	....	...
	Decrease ...	...	...	...	...	...	...	...	...
Unaided Schools ...	1893-94 ...	1	1	100·0	1	1	100·0	...	...
	1892-93 ...	...	...	...	1	1	100·0	...	...
	Increase ...	1	1	100·0	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...
Total Vernacular Schools.	1893-94 ...	4	4	100·0	1,326	1,098	82·8	...	...
	1892-93 ...	5	3	60·0	1,276	975	76·4	...	...
	Increase ...	...	1	40·0	50	123	6·4	...	...
	Decrease ...	1	...	...	...	..	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1893-94 ...	1,003	739	73·6	4,142	3,587	86·5	300	285
	1892-93 ...	996	663	66·6	3,845	2,073	53·9	266	190
	Increase ...	7	76	7·0	297	1,514	32·6	34	95
	Decrease ...	...	...	...	...	...	...	...	...

* Exclusive of those who took up English only.

Entrance Examination.

87. In the last Entrance Examination of the Punjab University, out of 1003 candidates from the Public Schools, 739 passed, or 73 per cent., compared with 663 out of 996, or 66 per cent. last year. Of the successful candidates, 735 belonged to

Chap. IV, A, 88.

Secondary Schools.

the Anglo-Vernacular Schools, and only 4 to the Vernacular. Comparing the different classes of schools, the Government and Board Schools passed 77 per cent. of their candidates, and Aided and Unaided Schools, on the Anglo-Vernacular side, 70 per cent., each. On the Vernacular side, both the Aided and Unaided Schools passed all their candidates. The relative position of the Circles, according to the average of passes in this examination, is the Deraját Circle first, with 85 per cent.; Jullundur second, with 80 per cent.; Ráwalpindi third, with 74 per cent.; Lahore fourth, with 70 per cent.; and Delhi fifth, with 69 per cent. According to the number of passes—that is, from the schools, the order would be, Lahore first, with 292; Ráwalpindi second, with 147; Jullundur third, with 118; Delhi fourth, with 114; and Deraját fifth, with 68.

The most successful schools.

88. The schools which passed the greatest number of candidates were the Daya Nand Anglo-Vedic School, with 53, the Mission School, Gujránwála, and the Central Model School, Lahore, with 42 each, the Victoria Jubilee School at Jhang, with 30, and the Municipal Board School, Mooltan, and the Mission School, Ráwalpindi, with 26 each. The schools with the highest percentages of successes were the Municipal Board School, Jhelum, the Anglo-Arabic School, Delhi, the Aitchison College, Lahore, and the Municipal Board School, Karnál, which passed all their candidates; the Municipal Board Schools at Dera Ghází Khán, and Hoshiárpur, and the Anglo-Sanskrit School, Bhera, with 90 per cent. and over; the Municipal Board Schools at Mooltan and Jullundur, the Baring High School, Batála, the Umballa and Dera Isma'íl Khán Mission Schools, and the Islámiya School, Lahore, with between 85 and 90 per cent.; and the American Mission School, Siálkot, the Victoria Jubilee School, Jhang, the Mission School, Ludhiána, the Municipal Board Schools at Amritsar and Ludhiána, the Mission School, Jullundur, the Victoria Bhrátrí Sabha School, Dera Isma'íl Khán, the Municipal Board School, Qasúr, and the Christian Boys' School, Ludhiána, with from 80 to 85 per cent.,—all highly creditable results. The Mooltan and Ludhiána Municipal Board Schools, and the Scotch Mission School, Siálkot, had each two of the first twenty places on the list; and the Central Model School, Lahore, had the highest place.

Middle School Examination.

89. The number of candidates from the schools in the last Middle School Examination was 4142, of whom 3587, or over 86 per cent., passed, against 2073 out of 3845, or close on 54 per cent., in the previous year. Besides these, 285 out of 300, or 95 per cent., passed in English only. The average of successes on the Anglo-Vernacular side was slightly more favourable than on the Vernacular, which is unusual, and, at this stage, peculiar. Compared with the previous year, the percentage on the Vernacular side rose from 76 to 82; whereas, on the Anglo-Vernacular side, it rose from 42 to 88, which can only be attributed to a change in the standard of examining applied. And yet, if the standard applied from year to year in such an examination is not fairly uniform, the use of it for the purpose of comparison must be impaired. The success achieved in the Government and Board Schools on the Anglo-Vernacular side was about equal, at 89 per cent. each; whilst in the Unaided Schools, it was 82 per cent., against 21 last year. On the Vernacular side, the returns were highly favourable for all the classes of schools; but the numbers examined, except from the Board Schools, were insignificant. The order of the Circles, according to the average of passes in this examination, is—Deraját, with 91 per cent.; Lahore, with 89 per cent.; Ráwalpindi, with 86 per cent.; Delhi, with 81 per cent.; and Jullundur, with 74 per

Chap. IV, A, 90.

Secondary Schools.

cent. According to the number of passes, the order would be—Lahore, Ráwalpindi, Jullundur, Delhi, and Deraját.

The most successful schools.

90. The schools with the greatest number of passes, on the Anglo-Vernacular side, were the Mission School, Gujránwála, with 95; the Daya Nand Anglo-Vedic School, Lahore, with 79; the Central Model School, Lahore, with 73; the Municipal Board School, Mooltan, with 70; the Municipal Board School, Gurdáspur, with 61; the Municipal Board School, Amritsar, and the Mission School, Ráwalpindi, with 58 each; the Mission School, Jullundur, with 55; the Municipal Board Schools at Delhi and Gujrát, with 52 and 59, respectively; the Scotch Mission School, Gujrát, with 49; the Municipal Board School, Ludhiána, and the Victoria Jubilee School, Jhang, with 45 each; the Punjábí High School, Amritsar, with 43; the Municipal Board School, Dera Ghází Khán, with 41; and the Municipal Board School, Jullundur, with 40. Five schools in the Delhi Circle passed all their candidates; 10 schools in the Jullundur Circle, 14 in the Lahore Circle, 8 in the Ráwalpindi Circle, and 8 in the Deraját Circle, did the same; or, in all, 45 schools. Thirty-eight other schools passed over 90 per cent. of their candidates. The Municipal Board School, Siálkot, distinguished itself by heading the list, and taking five of the first twenty places. The Municipal Board Schools at Muzaffargarh and Jhang, and the Scotch Mission School, Siálkot, took two each of the first twenty places. On the Vernacular side, the school at Hariána in the Hoshiárpur District passed the greatest number of candidates. The next most successful schools were those at Murinda in the Umballa District, at Nawashahr and Nakodar in the Jullundur District, at Mahlpur in the Hoshiárpur District, at Sujánpur in the Kángra District, and at Rámnagar in the Gujránwála District. Forty-two schools passed all their candidates—7 in the Delhi Circle, 6 each in the Jullundur and Lahore Circles, 14 in the Ráwalpindi Circle, and 9 in the Deraját Circle. Sixteen other schools had over 90 per cent. of successes. The highest place on the list was taken by the Ahmadpur School in the Jhang District; and the Murinda and Sankhatra Schools had two places each within the first twenty.

Calcutta Entrance Examination.

91. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following table gives the figures for the past year:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools	1893-94	21	5	23·8
	1892-93	27	13	48·1
	Increase	...	...	...
	Decrease	6	8	24·3
Aided Schools	1893-94	32	5	15·6
	1892-93	28	15	53·6
	Increase	4	...	...
	Decrease	...	10	38·0
Unaided Schools	1893-94	3	...	...
	1892-93	18	3	16·7
	Increase	...	...	...
	Decrease	15	3	16·7
Total	1893-94	56	10	17·8
	1892-93	73	31	42·5
	Increase	...	...	...
	Decrease	17	21	24·7

There were altogether 56 candidates, of whom only 10 passed, or 17·8 per cent., against 31 out of 73, or 42 per cent., last year. The result is not at all satisfactory for any class of schools; and it is a warning, as I have before remarked, that the Calcutta Examination should not be attempted without special preparation, which cannot be given in our schools. The desire to appear at this examination is not because of any special value still attached to being associated with the original *Alma Mater* of the Province, but merely that the candidates may have a double chance of passing; and 14 schools—4 Government or Board Schools, 9 Aided Schools, and 1 Unaided School—contributed to the result above recorded.

Boarding Houses.

92. The provision of Boarding Houses is an important factor in connection with the advance of Secondary Education in the Province. For every group of Primary (or Village) Schools, a Middle (or Town) School is maintained, with also, as a rule, a High (or District) School at the main centre—usually the head-quarters—in every District; and it is a regulation that, as far as possible, for the convenience of scholars coming from a distance, a Boarding House shall be attached to every Middle and High School supported from Public Funds. It is also required that these Boarding Houses should be provided with certain articles of simple furniture, with one or two necessary servants, and that they should be efficiently supervised. With but few exceptions, all Secondary Board Schools, where at all necessary, are provided with Boarding Houses, not all so suitable as they might be, but still more or less sufficient for the purpose; and year by year the organization and management of these are being improved. The Aided and Unaided Schools are also following the example; and it may be said that the supply in this respect is fairly equal to the requirements. In the Delhi Circle, two new Boarding Houses were provided during the past year—one at Berí in the Rohtak District, by private liberality, which is satisfactory and hopeful. In the Jullundur Circle, all but five of the Secondary Schools have Boarding Houses attached to them; and all but one are well attended, the tendency being to over-crowding in the more progressive Districts. In the Lahore Circle, the arrangements are generally satisfactory, except in the Amritsar and Jhang Districts, and a few places in Gujránwála; and special attention was given during the year in the Gurdáspur District to "placing the Boarding Houses on a healthy footing, and under healthy influences." In the Ráwalpindi Circle, the provision is sufficient, except in the Pesháwar District, and a few places in the Jhelum and Sháhpur Districts. In the Siálkot District, which is one of the most advanced educationally in the Province, every Secondary School is provided with a Boarding House; and, as remarked by the Inspector, these are generally suitable and comfortable places, kept in fair order, and provided with the necessary establishment. Almost all the Board Secondary Schools in the Deraját Circle are supplied with Boarding Houses, which are said to be "gradually increasing in popularity, generally well managed, and provided with the necessary furniture and establishment."

Their main object.

93. There can be little doubt about the advantage to the people of these Boarding Houses; but their utility as a means of forming the characters of the boys, and so acting as an influence for good on the schools, is yet, it is to be feared, but little realized. This, however, should be the main object kept before the Managers and Masters; and it is especially desirable, at the present time, to encourage good-fellowship among the different classes of the scholars. During the past year, less was heard of

Chap. IV, A, 94. Secondary Schools.

factious squabbling than in the previous year; but instances did occur, which were not over-promptly put down. A very sad occurrence, in connection with one Boarding House, is recorded by the Additional Inspector of the Deraját Circle. "Nine boys of Kuláchí, who had come to join the Middle School Examination at Dera Isma'íl Khán, and had joined the Boarding House attached to the Mission School, were poisoned. Four of them died, and the rest were disabled from appearing at the examination." The case is, I believe, still the subject of a criminal inquiry; but whether the event was due to carelessness, or a thoughtless freak, or intentional crime, it shows how much care and supervision are required even to keep things straight in such institutions, to say nothing of the higher objects which have also to be kept in view.

Advance of English compared with Vernacular education.

94. As noted at the beginning of this section, all the new Secondary Schools returned this year—eleven in number—are Anglo-Vernacular Schools; and, in accordance with this fact, the number in attendance on these schools rose during the year by 1822; whereas the rise in Vernacular Schools was only 654. In the Entrance Examination, the proportion of Anglo-Vernacular candidates to Vernacular was as 999 : 4; and in the Middle School Examination, it was as 2816 : 1326, or more than double. In the latter case, there was a rise of 247 Anglo-Vernacular candidates, compared with only 50 Vernacular candidates. There can, therefore, be no doubt that the desire of the people is chiefly in the direction of English education. The comparatively high fees now charged in Board and Aided Schools tend to check this; but this difficulty is got over by the opening of Unaided Schools, which are free to charge any fees, eight of the new schools, as already noted, being of this class. The remaining three new schools were Board Schools; and, as the people themselves have usually to contribute, under the rules, to the extra cost of such Secondary Schools, the increase of these generally shows that the desire of the people is genuine. In the case of the school at Jámpur in the Dera Isma'íl Khán District, the people raised the handsome sum of Rs. 12,000 to secure its being changed into an Anglo-Vernacular School. The reason of the preference is not far to seek. It is an English education that chiefly leads to employment. It is also now recognized that an English education short of the Entrance standard is of little use; and hence the clamour everywhere for High Schools. It is right that one should ultimately be provided for every District; but, administratively, the demand beyond this has generally to be withstood.

SECTION B.—PRIMARY SCHOOLS.

95. The following table compares the statistics of Primary Schools for Native Boys for the last two years:—

		Number of Schools.	Number of Scholars.			Number of agriculturists.
			Upper Primary Stage.	Lower Primary Stage.	Total.	
Government and Board Schools.	1893-94 ...	1,691	12,578	67,498	80,076	43,591
	1892-93 ...	1,681	12,604	66,318	78,922	45,132
	Increase ...	10	...	1,180	1,154	...
	Decrease ...	...	26	...	...	1,541
Aided Schools	1893-94 ...	69	539	3,748	4,287	991
	1892-93 ...	58	349	3,086	3,435	706
	Increase ...	11	190	662	852	285
	Decrease ...	...	...	...	...	...
Unaided Schools	1893-94 ...	25	207	966	1,173	218
	1892-93 ...	20	155	776	931	309
	Increase ...	5	52	190	242	...
	Decrease ...	...	...	...	...	91
Total ...	1893-94 ...	1,785	13,324	72,212	85,536	44,800
	1892-93 ...	1,759	13,108	70,180	83,288	46,147
	Increase ...	26	216	2,032	2,248	...
	Decrease ...	...	...	...	...	1,347
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1893-94 ...	...	25,370	96,532	121,902	53,598
	1892-93 ...	...	24,472	92,964	117,436	54,340
	Increase ...	...	898	3,568	4,466	...
	Decrease ...	...	...	...	...	742
Zamíndárí Board Schools included in the above.	1893-94 ...	201	...	6,355	6,355	4,420
	1892-93 ...	202	...	6,360	6,360	4,382
	Increase ...	...	...	...	...	38
	Decrease ...	1	...	5	5	...

Number of schools and scholars.

96. The number of schools rose during the year by 26, and the number of scholars by 2248, giving now 1785 schools, and 85,536 scholars. The increase in both schools and scholars was shared, in pretty fair proportion, by all the classes of schools. The new Aided and Unaided Schools are mostly Vernacular Venture Schools, formerly returned as Indigenous Schools because under Native management, but which, as following the course of studies prescribed by the Department, are properly returned under this section as Public Schools. The gain both in schools and scholars was mostly in the Ráwalpindi Circle, which returns 20 new schools and 1382 scholars. The Delhi Circle gives 3 more schools and 558 scholars; the Deraját Circle, 4 more schools and 541 scholars; and the Jullundur Circle, 2 new schools, but a decline in the scholars. In the Lahore Circle, there was a slight decline again in both respects. The Jullundur Inspector attributes the decline principally to the prevalence of sickness and cattle disease in the Kángra District. There is a fall in the number of agriculturists returned, by 1347; but this is probably due to greater strictness of classification, under the rule that agriculturists are exempt from fees in Vernacular Primary Schools. If the attendance on the Primary Departments of Secondary Schools be added to the above figures, it will be found that the whole number of scholars at the Primary stage of instruction in Public Schools is 121,902. If the number attend-

Chap. IV, B, 97. Primary Schools.

ing the Indigenous and other Elementary Schools, that are regularly inspected and examined for grants (*vide* Chapter VIII) be also taken into account, we shall get a total of 147,748 boys receiving a useful elementary education under departmental influence, or 5795 more than last year.

Expenditure.

97. The subjoined statement gives the expenditure from different sources on Primary Schools for Native Boys for the last two years:—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1893-94 ...	4,216	2,93,119	35,483	42,726	831	3,76,375
	1892-93 ...	4,347	2,85,908	36,716	40,623	654	3,68,248
	Increase ...	..	7,211	...	2,103	177	8,127
	Decrease ...	131	...	1,233	...	...	...
Aided Schools ...	1893-94 ...	4,108	1,033	1,292	6,580	10,161	23,174
	1892-93 ...	4,423	238	874	5,687	10,665	21,887
	Increase ...	...	795	418	893	..	1,287
	Decrease ...	315	...	...	...	504	...
Unaided Schools	1893-94 ...	...	...	...	2,024	4,467	6,491
	1892-93 ...	...	...	...	1,129	3,390	4,519
	Increase ...	...	...	...	895	1,077	1,972
	Decrease ...	...	...	...	...	...	...
Total ...	1893-94 ...	8,324	2,94,152	36,775	51,330	15,459	4,06,040
	1892-93 ...	8,770	2,86,146	37,590	47,439	14,709	3,94,654
	Increase ...	...	8,006	...	3,891	750	11,386
	Decrease ...	446	...	815	...	...	...
Scholarships ...	1893-94 ...	...	265	...	...	300	565
	1892-93 ...	...	338	35	...	49	422
	Increase ...	...	...	...	...	251	143
	Decrease ...	...	73	35	...	...	...

There is an increase of Rs. 11,386 on the return of the previous year, giving now a total expenditure of Rs. 4,06,040. The increase was mainly in the Delhi, Jullundur, and Ráwalpindi Circles. In the last, it was mostly due to the increased number of schools; in the other two cases, to increased salaries, and the supply of furniture. As Primary Schools are mostly within the jurisdiction of District Boards, being chiefly Village Schools, the burden of the cost falls largely on District Funds. The decreased charge to Municipal Funds is indicative of an inclination to starve Primary Education in favour of Secondary. Of the total expenditure on this class of schools, 72·4 per cent. is met from District Funds, 12·6 per cent. from Fees, a little over 9 per cent. from Municipal Funds, 3·8 per cent. from Private Sources, and a little more than 2 per cent. from Provincial Revenues. The average annual cost, per scholar, in these schools is about Rs. 4-12, of which five-sixths is met from Public Revenues.

Fees.

98. The income from Fees increased by Rs. 3,891, and is now 12·6 per cent. of the total expenditure, as already remarked, compared with 42 per cent. in the Secondary Schools. More than one-half of the scholars are exempt from fees, being agriculturists; and the rates fixed for this kind of education are very small, namely from *one* to *five* annas a month; so that the prospect of much expansion in this direction is not considerable. In certain backward Districts, lower rates of fees are for the present current; and the policy of the Department is to gradually work up to the normal rates. There is, however, an impression that, even in

[Chap. IV, B, 99.

Primary Schools.

some of the exceptionally treated Districts, the rates are too high for the means of the people, and, notably in the Montgomery District, are said to be retarding the progress of education. In this connection, it may be observed that the average fee paid by non-agriculturists in Board Primary Schools is lower than that paid in the corresponding Aided and Unaided Schools.

Scholarships.

99. Scholarships are not awarded at the Primary stage in Boys' Schools; and the sum of Rs. 565 returned on this account is for certain special objects in particular localities. The amount paid from District Funds was mainly on account of stipends for the encouragement of education in the Kullú Valley, and in behalf of selected Hill boys in the Dera Isma'íl Khán District to enable them to attend schools away from home. The amount paid from Other Sources was on account of stipends in Aided Schools.

Examination results.

100. The following table gives the results of the Primary Examinations for both the Primary Schools proper, and the Primary Departments of Secondary Schools :—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools	1893-94 ...	8,681	6,449	74·2	1,010	787
	1892-93 ...	8,174	5,954	72·8	742	585
	Increase	507	495	1·4	268	202
	Decrease...	...	...	...	...	...
Aided Schools	1893-94 ...	1,112	667	59·9	406	321
	1892-93 ...	920	615	66·8	366	286
	Increase	192	52	...	40	35
	Decrease...	...	...	6·9	...	...
Unaided Schools	1893-94 ...	221	130	58·8	47	24
	1892-93 ...	124	80	64·5	20	13
	Increase	97	50	...	27	11
	Decrease...	...	...	5·7	...	...
Total ...	1893-94 ...	10,014	7,246	72·3	1,463	1,132
	1892-93 ...	9,218	6,649	72·1	1,128	884
	Increase	796	597	·2	335	248
	Decrease...	...	...	...	...	...
Lower Primary Examination.						
Government and Board Schools	1893-94 ...	14,562	10,935	75·1	...	...
	1892-93 ...	14,151	10,703	75·6	...	...
	Increase	411	232	...	...	...
	Decrease ..	...	...	·5	...	...
Aided Schools	1893-94 ...	1,536	1,051	68·4	...	...
	1892-93 ...	1,337	959	71·7	...	...
	Increase	199	92	...	...	...
	Decrease...	...	...	3 3	...	...
Unaided Schools...	1893-94 ...	206	136	66·0	...	...
	1892-93 ...	158	95	60·1	...	...
	Increase	48	41	5·9	..	...
	Decrease...	...	...	...	...	...
Total ...	1893-94 ...	16,304	12,122	74·3	...	...
	1892-93 ...	15,646	11,757	75·1	...	...
	Increase	658	365	...	...	...
	Decrease...	...	...	·8	...	...

* Exclusive of those who took up English only.

Chap. IV, B, 101.

Primary Schools.

Upper Primary Examination.

101. The number of candidates in the Upper Primary Examination was 10,014, of whom 7246 passed, or 72 per cent., which is about the proportion of successes last year. Besides the ordinary candidates, 1463 appeared in English only, of whom 1132 passed, or 77 per cent,. against 78 per cent. last year. The Government and Board Schools, with more than six times the number of candidates in the ordinary examination, did a good deal better than either the Aided or Unaided Schools. The results were highest in the Lahore Circle, and lowest in the Jullundur Circle.

Lower Primary Examination.

102. In the Lower Primary Examination, 16,304 were examined, and 12,122 passed, or 74 per cent., compared with 75 per cent. in the previous year. The results for the Government and Board Schools were again more favourable than for either the Aided or Unaided Schools. The highest percentage was in the Deraját Circle, and the lowest again in the Jullundur Circle, which the Inspector attributes to the application of a stricter standard than usual by a new Examiner. The results are, on the whole, strikingly uniform for both examinations; and the Instructions to Inspecting Officers about to be issued will, it is believed, contribute to even greater uniformity.

Zamíndárí Schools.

103. The statistics of Zamíndárí Schools are included in those of the ordinary Primary Schools; but a special return for these schools is given in the table at the beginning of this section. From this return it will be seen that the number of schools is now 201, or one less than last year, there having been a loss of one school in each of the Delhi and Lahore Circles, with a gain of one in the Jullundur Circle. These schools are distributed over the Circles, thus:—In the Delhi Circle, 61; in the Ráwalpindi Circle, 44; in the Lahore Circle, 41; in the Jullundur Circle, 31; and in the Deraját Circle, 24. The number of scholars also declined a little, and now stands at 6355, of whom 4420, or nearly 70 per cent., are agriculturists. The internal condition of these schools is, on the whole, favourably reported on; and the examination results for the year, with 3296 passes out of an aggregate of 4093 examined, or 80 per cent., is decidedly satisfactory. But the schools do not grow in popularity; and almost everywhere the people ask to have them converted into ordinary Primary Schools. The teaching of Arithmetic and Accounts by native methods has only been partially introduced; and the half-time system, which was supposed to be specially adapted to the circumstances, is rejected by the people. The outlook is, therefore, not hopeful. What was proposed was to provide such an education for the villager as would suit his requirements, and not draw him away from his hereditary calling. But it is a fact, I suppose, that the fields have already too many mouths to feed; that employment beyond them has to be sought for as a means of relief, to say nothing of the natural object of bettering their condition; and hence it is that the people desire the ordinary schools. The Zamíndárí Schools are, indeed, as one Inspector remarks, merely preparatory schools to those of the ordinary type, most of the boys joining the latter after passing the highest standard of the former. It may be that the ordinary Primary School course is so framed as to draw too many away from the plough to the pen; but, should the Zamíndárí Schools fail, it might be possible to remedy this. Meanwhile, the experiment may, I think, have a further trial; and I have asked that the cry against them, on the part of Teachers and District Inspectors, as distinct from the people themselves, should be discouraged. Occasionally I am already obliged by the circumstances to sanction the conversion of a Zamíndárí School into one of the ordinary type.

Chap. IV, B, 104.

Primary Schools. Gurmukhí Classes.

104. In order to meet a desire sometimes expressed, chiefly through the Singh Sabhas, in favour of the introduction of the Punjábí language into the schools, Local Bodies are empowered to establish Branch Schools or Classes for instruction in Gurmukhí, in connection with the ordinary Board Schools, in localities where there is a desire for such instruction. During the year under report, two new classes of this description were opened—one in connection with the Board School at Mudkí in the Ferózepore District, and the other in connection with the Primary Department of the Jubilee High School at Maghiána (Jhang). There are now altogether 22 classes of this nature in the Province—13 in the Jullundur, and 9 in the Lahore Circle. As a rule, the classes are not well attended; and I am not able to say, from the remarks of the two Inspectors who have dealt with the subject, that they meet a real want. The Jullundur Inspector seems to think otherwise. "It will be evident," he says, from the meagre attendance on the classes, "that the study of Gurmukhí in our schools is not in much request, and that the people do not join in the cry of those who wish it to be introduced into all our schools."

SECTION C.—GENERAL QUESTIONS.

Character of the instruction given in the schools.

105. The past year is said to have been one during which much attention was given to improve the methods of instruction employed in the schools. This could hardly have failed to be the case, considering the annual stirring up and hints of the Inspectors and their Assistants, the frequent visits of the District Inspectors to the schools with this object chiefly in view, and the increasing number of trained men in the schools, whose influence, both directly and indirectly, must tend to improvement. And all the Inspectors admit that an advance has taken place. Particularly in the teaching of English, in addressing the intelligences of the scholars, and in the use of the Black Board, is progress said to have been made. But many defects still exist—very serious and very general—which it will take years to remove. The chief defects appear to be (1), in Reading, little attention being paid to this as an art, and the indigenous method being allowed to affect even the trained teacher; (2), in Translating, where composition into the foreign language is not sufficiently nor systematically practised; (3), in Hand-writing, which is too much left to itself, instead of being treated as a subject of the very first importance, requiring careful and intelligent teaching; (4), in History and Geography, which are usually only questioned on, but not taught so as to make the things interesting matter for the understanding rather than merely a weight on the memory; (5), in accuracy and neatness of slate and exercise work. These defects have been pointed out year after year since inspection began; and still they exist, if not so universally, yet very generally, at the present day. Says Lála Ságar Chand, "I have been connected with the Inspectional Staff of this Province, on and off, since 1877; and I am sorry to say that the defects which I had found in other parts of the country in previous years, I found in this Circle when I was in charge of it in 1888, and that the defects which I found here in 1888, I found here last year; and I am afraid it will be long, not only before they are eradicated, but before they are even partially overcome." He attributes this persistence of defects, notwithstanding that they have constantly been dealt with, partly to national circumstances, but mostly to indolence on the part of the teachers, and asks: "Have then Inspecting Officers and Training Institutions been useless? By no means. Without them, the results would have been far worse."

Chap. IV, C, 106.

General Questions.

Suggestions for improvement.

106. Some of the Inspectors suggest remedies for this state of matters, the Ráwalpindi Inspector, and Lála Piyáre Lál, of the Jullundur Circle, very much on the same lines, which may be summarized in—(1), an increased Inspectional Staff, to give more time to instructing, and exemplifying the shortcomings of the teachers; (2), a longer period of training at the Normal Schools; and (3), the abolition of optional subjects, as these are either scamped or neglected. Mr. Lewis, in the Lahore Circle, has adopted a hopeful and readier method. "I am so impressed," he remarks, "with the persistence of many defects, which I have pointed out from time to time, and again and again in my inspection notes of various schools, that, in order to deal with them explicitly and directly, I have collected my notes and arranged them in the form of a Circular, which I am about to issue to Teachers and District Inspectors in this Circle. They will thus have the notes in a handy form for frequent reference and constant guidance; and, as a result, I look forward to great improvement all along the line, and throughout the Circle." My own experience as an Inspector was that it was mainly by making District Inspectors regard it as *their chief duty*—not to repeat in the Log-Books, time after time, the notes and criticisms of the Inspector, which, I observe, is now very much in vogue, but to see that the defects pointed out were actually taken in hand, that the matter could be materially helped. The next visit to the schools after the Inspector's tour should have this object almost exclusively in view; and the inspection should mostly consist of practical directions, and actual exemplification, of how the defects are to be removed.

Conduct and discipline.

107. The reports on the general conduct and demeanour of the scholars are again, in every case, satisfactory. At inspection time, the order, neatness, and respectfulness of the boys leave, generally, little to be desired. Cases occasionally occur in which boys are detected using unfair means to pass the examinations; but these are becoming rarer year by year, and the connivance of the teachers needs now to be but seldom suspected. At other than inspection times, the cleanliness of the boys in some Districts, both in their persons and tongues, is said to want attention; but this is less the case than previously. In most of the Anglo-Vernacular Schools, the discipline maintained is, as a rule, sound and healthful. In the Vernacular Schools, this is naturally less effective than elsewhere; but a closer observance of the hours appointed for the several subjects and the introduction of class drill are having their effect. The Ráwalpindi Inspector notices a rather general want of alacrity in giving effect to orders on the part of the scholars, and some slackness on the part of the teachers in punishing absence without leave. The rapid multiplication of schools of an inferior sort, which show little regard for inter-school proprieties even, also continues to give some anxiety as to discipline; but, on the whole, the influences at work on the manners and characters of the scholars is mostly of a beneficial kind.

Physical training.

108. The past year was one of very considerable activity with regard to physical training. More instructors were employed; the prescribed courses both in Drill and Gymnastics were more widely introduced; appliances were more generally supplied; more matches and tournaments were held; and there is said to have been much improvement in both the skill and spirit displayed on the play-ground. A good deal still remains to be done, here and there, especially in the provision of instructors and play-grounds; but the progress of the year may be said to have been, on the whole, marked. Regarding the Delhi Circle, Mr. Harvey

says: "A very steady improvement has taken place in this direction; and the efficiency in Drill and ordinary Gymnastic exercises in every school, is now more worthy of report than ever." In the Jullundur Circle, the progress made in some Districts, even in the Primary Schools, is said to have been "remarkable." Where special teachers are not employed the monitorial system is followed with success; and the following words, taken from the Inspector's report, are interesting:—"It is satisfactory to see how well little boys often can put their class-fellows through their exercises, and what a keen interest and delight the boys often show in these. I consider that, on the whole, substantial and satisfactory progress is being made in physical instruction." In the Lahore Circle, the advance made, in most respects, is said to have been "encouraging," the Gujránwála, Jhang, and Montgomery Districts, however, remaining a good deal behind the rest. All the Districts in the Ráwalpindi Circle, except those on the frontier, seem to have made very considerable progress during the year, the Siálkot, Gujrát, and Sháhpur Districts taking the lead by a good way; and the plan adopted in these Districts of having an itinerant instructor for each Tahsíl is a good one. The progress made in the Deraját Circle was satisfactory for all the Districts except Bannú, where, however, an itinerant instructor is to be at once employed. The Alexander Belt, in the Lahore Circle, was won by the Gujránwála Mission School; the Maconachie Shield, in the Delhi Circle, by the Hissár team; the Champion Shield of the Ráwalpindi Circle with Mr. Udny's Gold Medal, by the Gujrát Mission School; and the Maconachie Shield, in the Deraját Circle, by the Municipal Board School, Dera Ghází Khán. An annual Tournament has not yet been organized for the Jullundur Circle; whereas, in the other Circles, that event is becoming the most notable of the school-year; and the liberality with which the Local Bodies, and occasionally the public, contribute to this, deserves my warm acknowledgments.

School buildings and accommodation.

109. A few new school buildings were supplied during the year, particularly in the Ferozepore and Hoshiárpur Districts; but the serious destruction by floods in many other parts has left the Province, on the whole, worse off in this respect than last year. In a few Districts, the very utmost is done to get the schools suitably housed; in others, little or nothing is done even when want of means is not urged as the reason. And this is how the case stands. In most Districts, there are some schools long and well established without buildings of their own, with little accommodation at all to speak of, and that accommodation held on sufferance; in some Districts, there are many such. The schools are either held in the village chopáls, dharmsálas, lent houses, rented kothries, chhappars, or under trees; and what is wanted is an annual provision in the case of each District, as substantial as may be, to gradually get rid of this unsatisfactory state of matters. In a few Districts, schools seem to have been opened year after year without a thought of buildings; and in these there is a plethora of unhoused institutions, which it is difficult to remove. The suitable but inexpensive housing of schools bears so much on all that is best in education, that, as seems to me, more importance needs to be attached to the subject; and it would, I consider, be well if no Board School were opened without an assured prospect of suitable accommodation. Where more schools have been opened than are likely to have suitable buildings, rented or otherwise, provided for them, it might be an open question whether these should all be maintained, although going back in this, as in other matters, has its dangers. Where suitable buildings have been supplied, there is an ever increasing demand

Chap. IV, C, 110. General Questions.

for more accommodation; and, where this cannot be met for want of means, a limiting of the numbers seems the proper remedy, which can the more easily be done now seeing that private enterprise would be likely to step in. Occasionally the necessary repairs of school buildings are not well attended to, mostly because of want of system; but, in the majority of cases, there is little to complain of in this respect. It may be mentioned that a series of ground plans of buildings, suitable to all classes and sizes of schools, and admitting of easy extension, has recently been circulated as suggestions to Local Boards, when they have to provide new or increased school accommodation.

Furniture and appliances.

110. The supply of the ordinary articles of school furniture is generally satisfactory. In a few Districts, however, there is a lack of the prescribed books of reference, of the class textbooks, and of tát for the seating of the scholars in the Vernacular schools and departments. This tát is a simple strip along the class line, and is necessary in the interests of cleanliness, as well as, in the winter, to keep the boys from the chill of the mud floors. The chief want in the Primary Schools is of Mensuration apparatus, and in the Middle Schools, of appliances for the teaching of Physical Science. Where this is the case, these important subjects are neglected. There is an occasional want of Desks and of suitable arrangements for the teaching of Writing in the Anglo-Vernacular Schools. The recommendation that a few books of a healthy type, suitable for the young, should be supplied to School Libraries, was, I am glad to report, readily and fully complied with, in many quarters.

General progress.

111. From what has been noted above, and in the two previous sections of this Chapter, it may safely be said that the year under report, as far as schools for Native Boys are concerned, was one of substantial progress in most respects. The number both of schools and scholars increased; the character of the instruction given and the examination results were, on the whole, an improvement on those of previous years; the rise in the fees was again marked; the discipline continues to grow better; physical instruction made a distinct stride; and the desire for education has perceptibly increased. In a few Districts, the limit to which Public Funds can go, in advancing public instruction, has perhaps been reached; but this will, it is believed, be largely compensated for by the rise of enterprise schools, and the rapid advance in fees. The occasional withdrawal of Board Schools, where efficient Aided or Unaided Schools have firmly established themselves, may also be anticipated within the not remote future; and this will give relief just where Local Bodies are likely to be most in want of funds to meet new claims for grants.

Teachers' Associations.

112. The Teachers' Association established last year in the Lahore District, under the direction of Mr. Lewis, continues to do well; and arrangements have been made to extend the experiment to the Amritsar, Gurdáspur, and Gujránwála Districts. A similar Association has also recently been started at Ráwalpindi, under the auspices of the Inspector, for the benefit of that Circle. The object of these associations is to keep alive the interest of teachers in their work, by occasionally meeting together to discuss matters bearing on their profession and the cause of education; and it is to be hoped that the movement will meet with the success it deserves. Should it, in any degree, contribute to make teachers reading men in the line of their calling, to a greater extent than at present, it will have done a very useful service to education.

SECTION D.—EDUCATION IN NATIVE STATES.

Chap. IV, D, 113.

Education in Native States.

Number of institutions and scholars.

113. The following table gives a summary of the educational statistics of Native States for the past year, as far as I have been favoured with these :—

	Patiála.	Baháwalpur.	Jhínd.	Kapurthala.	Nábha.	Total.
Arts Colleges	1	1	...	...	...	2
Secondary Public Schools. { Anglo-Vernacular	12	7	3	3	2	27
Secondary Public Schools. { Vernacular ...	9	1	1	2	...	13
Primary Public Schools	88	38	10	29	8	173
Special Schools	1	7	...	...	...	8
Scholars in Arts Colleges	71	45	...	...	...	116
Scholars in Secondary Public Schools. { Anglo-Vernacular	2,117	601	308	780	106	3,912
Scholars in Secondary Public Schools. { Vernacular ...	721	21	96	152	...	990
Scholars in Primary Public Schools,	3,403	1,059	339	925	459	6,185
Scholars in Special Schools	10	96	...	...	...	106
Indigenous Schools. { Advanced ...	19	92	1	1	...	113
Indigenous Schools. { Elementary ...	84	358	16	141	4	603
Indigenous Scholars. { Advanced ...	209	755	14	4	...	982
Indigenous Scholars. { Elementary ...	1,277	3,774	185	1,726	51	7,013
Scholars in all Colleges and Schools,	7,808	6,351	942	3,587	616	19,304
Scholars learning English	761	345	144	310	224	1,784
Number of boys on the rolls	7,369	5,888	939	3,548	599	18,343
Number of girls on the rolls	439	463	3	39	17	961
Total male population ...	871,467	355,153	155,948	163,373	155,825	1,701,766
Males per scholar in Public Colleges and Schools	138	195	209	88	275	150
Males per scholar in all Schools ...	111	56	166	45	253	88

Two Arts Colleges at Patiála and Baháwalpur are returned as previously, with 71 and 45 students, respectively, including the Oriental Departments; 40 Secondary Schools—27 Anglo-Vernacular and 13 Vernacular—with 4902 scholars; and 181 Primary and Special Schools, with 6291 scholars; or altogether 11,309 in attendance on Public Institutions, compared with 10,579 last year. The Private Schools are returned as 716 in all, with 7995 scholars, giving a total of 19,304 under instruction (including 961 girls) compared with 18,506 in the previous year.

Examination results.

114. The statement below gives the results of the University Examinations for all the States which contributed candidates :—

		Patiála.	Baháwalpur.	Jhínd.	Kapurthala.	Nábha.	Jammú.	Chamba.	Faridkot.	Máler Kotla.	Náhan.	Bilaspur.	Total.
Bachelor of Arts ...	Candidates	4	10	...	...	1	...	...	...	...	...	...	15
	Passes	1	3	...	..	...	...	...	...	...	...	...	4
Intermediate ...	Candidates	13	8	...	...	...	2	...	...	...	...	...	23
	Passes	9	4	...	...*	...	1	...	...	...	...	...	14
Entrance, Calcutta	Candidates	1	...	...	...	...	1	...	...	...	...	...	2
	Passes	1	...	...	...	...	...	...	...	...	...	...	1
Entrance, Punjab ...	Candidates	24	12	3	22	8	17	...	...	2	10	...	98
	Passes	14	8	1	14*	1	11	...	...	1	3	...	53
Anglo-Vernacular Middle School Examination.	Candidates	84	46	20	55	38	42	4	...	18	22	...	329
	Passes	67	38	13	35	31	37	4	...	16	14	...	255
Vernacular Middle School Examination.	Candidates	21	7	4	41	...	11	...	...	...	...	...	84
	Passes	14	5	2	32	...	11	...	...	...	...	...	64

Chap. IV, D, 114. Education in Native States.

In the B. A. Examination there were 4 passes out of 15 candidates; 14 out of 23 passed the Intermediate Examination, one candidate from Patiála taking the ninth place on the list; 53 out of 98 passed the Entrance Examination of the Punjab University, and 1 out of 2 that of Calcutta; 255 out of 329 passed the Anglo-Vernacular Middle School Examination, and 64 out of 84, the Vernacular. Except in the Intermediate Examination, these results are more favourable than those of last year.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Paras.
SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.	
I.—The Central Training College.	
Organization and staff	115
Number and distribution of students	116
Expenditure	117
Certificate Examinations	118—119
Conduct of the students	120
Physical Training	121
Boarding House	122
Model School	123
II.—Normal Schools.	
General statistics	124
Number of schools and students ...	125
Expenditure	126
Certificate Examinations	127
General condition of the Normal Schools	128
Practical training	129
III.—Training of Female Teachers.	
Provision of Female Teachers ...	130
Normal Classes and Certificate Examinations	131
SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.	
The Medical School	132
The Veterinary School	133—135
The Law School	136—137
The Mayo School of Art	138—143
Industrial Schools	144
The Railway Technical School ...	145—147
Amritsar Industrial School ...	148
Delhi Industrial School	149

Under the head of Schools for Special Education are included—(1), Training Institutions for Teachers, and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Organization and staff.

115. The Principal's report on the Central Training College, Lahore, is given as Appendix H. This institution is for the training, in the science and practice of *pedagogik*, of Teachers for Anglo-Vernacular Schools, and for the Secondary Departments of Vernacular Schools. It has three classes: a *Senior English Class*, preparing Teachers for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Anglo-Vernacular Primary Schools; and a *Vernacular Class*, training for Vernacular Teacherships in Secondary Schools. Mr. Cope was absent on deputation from July 8th to March 26th, during which period Mr. Knowlton officiated as Principal. During the same period, Lála Munshí Lál, M.A., the Assistant Superintendent, was also absent officiating for Mr. Knowlton, and first Pandit Rám Lachhman and afterwards Munshí 'Umr-uddín acted in his stead. Lála Jíya Rám, the First Assistant Master and Translator, remained on leave throughout the year; and first Lála Súraj Naráyan and afterwards Munshí Barkat 'Alí, B.A., officiated for him.

Number and distribution of students.

116. The College contained at the close of the year 56 students, against 63 in the previous year, and a normal number of about 76, the decrease being due to a temporary reduction of the stipends on account of the maintenance of double classes for a few months of the year. The Senior English Class had 13 students—2 teachers and 11 stipendiaries, of whom 3 were B.As., and 10 Intermediate passed men. The time will probably soon arrive when, as originally anticipated, all the students of this class should be graduates. The Junior English Class contained 21 students—6 teachers and 15 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had one teacher and 21 stipendiaries, or 22 in all, recruited mostly from the previous pass list of the Normal Schools. The same care as formerly was taken in the selection of the students; but the Principal complains of the Entrance standard as scarcely giving the attainments required for the Junior English Class; and it will probably be necessary to confine the selection to those who do specially well in English.

Chapter V, A, 117.

Training Institutions for Teachers.

Expenditure.

117. The total expenditure for the year was Rs. 24,110, of which Rs. 15,598 was on Establishment and Contingencies, and Rs. 8,512, or a little over one-third of the whole, on Stipends. The return under the former head was less than in the previous year owing to the absence of the Principal; whilst under the latter head it was in excess, as the most had to be made of the Stipends on account of the double class.

Certificate Examinations.

118. Consequent on the change in the termination of the session from July to April, the results of two Examinations for Certificates have to be recorded this year,—those, namely, of July 1893, and of April 1894.

From the Senior English Class, 12 appeared for the Senior Anglo-Vernacular Certificate in 1893, and 8 passed, 3 being in the First Division; whilst in the examination held last April, 11 out of 13 passed, 4 being in the First Division. In the former examination, 6 also passed for the Special Certificate in Mathematics, whilst in the latter 10 passed. The failures in both examinations were chiefly in School Management. Besides those from the Central Training College, 19 private candidates appeared in 1893 for the same Certificate and 13 passed, and 16 in 1894, of whom 6 passed. Most of the private candidates were either failures of the previous years or teachers.

From the Junior English Class, 20 candidates went up for the Junior Anglo-Vernacular Certificate in 1893, and 11 passed—6 in the First Division; whilst of 21 candidates in the examination held last April, 14 passed, with only 3 in the First Division. The failures were again chiefly in School Management; in the last examination exclusively so. Of 11 private candidates in the former examination, 4 passed; and in the latter 7 out of 11, but none in the First Division.

From the Vernacular Class, 29 appeared for the Senior Vernacular Certificate in 1893, and 25 passed, 11 being in the First Division; whilst in the examination held in April last, 16 out of 22 passed, only 2 being in the First Division. The failures were mostly in Mathematics in the last examination. Twelve private candidates appeared for this Certificate in the former year, and 5 passed, and 9 in the latter, of whom 4 passed.

Character of results.

119. The above results, with an average of 75 per cent. of successes in the Senior Anglo-Vernacular Certificate Examination, 60 per cent. in the Junior, and 80 per cent. in the Senior Vernacular Certificate Examination may be pronounced as satisfactory on the whole; but the evident weakness in School Management on the Anglo-Vernacular side, and in Mathematics on the Vernacular side, calls for attention. The general impression of the examiners is that there is a gradual rise in the proficiency of the students, with room mostly for improvement in the Junior English Class. The course of reading for this class has been somewhat increased; but it is yet of such limited scope as to admit of complete thoroughness, if the most is made of the available time.

Conduct of the students.

120. The behaviour of the students is said to have been uniformly satisfactory. The importance of sending out to the schools not only well-educated but also well-principled teachers is never lost sight of; and it is believed that the influence of the Central Training College in the latter respect is beginning to be felt. Care is especially necessary in these days to guard young teachers from the prevalent race and sect prejudices, which are incompatible with their profession.

Physical Training.

121. The courses prescribed in Physical Training for the Central Training College are taught to the students. The results

were not so satisfactory as might have been desired, chiefly on account of deficiencies in the teachers; but the work is now being done with more system and thoroughness. The Gymnasium attached to the Government College is used also by the students of this institution, separate hours being fixed for each. Chapter V, A, 122. Training Institutions for Teachers.

122. The Boarding House continues to be well managed and supervised; and, as all the students have to be in residence, the importance of the spirit and tone upheld cannot be overrated; and, in both respects, the Principal expresses his satisfaction. Since the close of the year under report, the new Boarding House in the vicinity of the College has been occupied. The building is not yet finished; but, when complete, it will, it is believed, in every way add to the convenience and comfort of the students. Boarding House.

123. The Model School attached to the Training Institutions in Lahore contained at the end of the year 685 scholars, as compared with 629 last year. The result of Mr. Knowlton's connection with this institution has been all I had anticipated; and it is now not only an excellent practising school, but probably the very best High School for ordinary instruction in the Province. As a practising school, the best evidence of its efficiency is that there were no failures in the Practice of Teaching in the Certificate Examinations. During the year, Mr. Knowlton drew up hints for the guidance of students and teachers in the practising school; and it is believed that good has already resulted therefrom. As an institution for ordinary instruction, the examination results were generally very favourable. The Assistant Inspector of Schools noted shortcomings in the Upper Primary classes; but the results in the University Examinations were excellent. During Mr. Knowlton's absence in the Central Training College, the duties of Head Master were efficiently discharged by Lála Munshí Lál, M. A. Model School.

II.—NORMAL SCHOOLS.

124. The following table gives the statistics of the Normal Schools for Male Teachers in the Province for the last two years:— *Normal Schools.* General statistics.

						1893-94.	1892-93.	Increase.	Decrease.
Number of Schools						5	5	...	...
Number and Distribution of Scholars at the close of the year.		Government Stipendiaries ...				222	257	...	35
		Non-stipendiary students ...				...	1	...	1
		Total ...				222	258	...	36
	In Ordinary Class	Teachers				95	112	...	17
		Others ...				72	83	...	11
	In Zamíndárí Class, reading—	Urdú ...				35	27	8	...
		Hindí ...				10	14	...	4
		Punjábí...				7	19	...	12
		Pashtú ...				3	3	...	...
Expenditure.						Rs.	Rs.	Rs.	Rs.
	On Establishments and Contingencies.	From Provincial Revenues				17,685	18,346	...	661
		Total ...				17,685	18,346	...	661
	On Stipends...	From Provincial Revenues				20,043	16,512	3,531	...
		From District Funds ...				1,157	...	1,157	...
		From Municipal Funds ...				42	...	42	...
		Total ...				21,242	16,512	4,730	...
		Grand Total ...				38,927	34,858	4,069	...
Results of Examinations.									
Junior Vernacular Examination						109	119	...	10
Zamíndárí Teachership Examination						35	46	...	11

Chapter V, A, 125.

Training Institutions for Teachers.

Number of schools and students.

125. The number of Normal Schools for Male Teachers remains 5, or one in each Inspectional Circle,—at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. The number of students at the end of the year was 222 only, or 36 fewer than last year, owing mainly to a reduction of the stipends, as in the Central Training College, to admit of double classes from May to July. The falling of the vacation in the middle of the term, according to the new arrangement, also operated injuriously on the attendance, as a number of students, notably in the Ráwalpindi Circle, did not rejoin after the vacation. The Normal Schools prepare teachers for the ordinary Primary Schools in what are called the Junior Vernacular Classes, and for Zamíndárí Schools, in the Zamíndárí Classes. In the former, there were 167 students at the end of the year, and in the latter, 55. The following is the distribution of the two classes of students over the different schools :—

Delhi Normal School ...	Junior Vernacular Classes		34
	Zamíndárí	„	10—44
Jullundur „ „ ...	Junior Vernacular	„	35
	Zamíndárí	„	10—45
Lahore „ „ ...	Junior Vernacular	„	44
	Zamíndárí	„	13—57
Ráwalpindi „ „ ...	Junior Vernacular	„	25
	Zamíndárí	„	13—38
Mooltan „ „ ...	Junior Vernacular	„	29
	Zamíndárí	„	9—38
	Total	...	222

Expenditure.

126. The total expenditure for the year shows a rise from Rs. 34,858 to Rs. 38,927, or by Rs. 4,069, the increase being wholly in the Stipends, on account of the double classes from May to July. Ordinarily, the expenditure on Establishments exceeds that on Stipends; but this year it is contrariwise, the amounts being Rs. 17,685 and Rs. 21,242, respectively. The amounts paid this year from District and Municipal Funds were on account of the stipends of teachers during the vacation. This claim was made during the past year. It has now, however, been decided that all stipends in Training Institutions are for the ten working months of the year only, that is, they are allowances during the compulsory residence of the students away from their homes.

Certificate Examinations.

127. As in the case of the Central Training College, the results of two examinations have to be recorded this year, owing to the change in the session. In the Junior Vernacular Certificate Examination of July 1893, 194 candidates appeared from the Normal Schools, of whom 119 passed, or 61 per cent.; whilst of 167 candidates in the examination held last April, 109 passed, or 65 per cent. These percentages compare unfavourably with the return for July 1892, and are a good deal below what might be expected from Training Institutions. The failures were mainly in Mathematics and School Management, as well as, to a certain extent, in Geography; and the Schools will have to look to this. Of the results for 1893, those for the Jullundur School were the best, with 31 passes out of 40 candidates, and 7 in the First Division, the Ráwalpindi School being the worst, with

13 out of 36 candidates; and only 2 in the First Division. In the examination held last April, the Lahore School contributed 24 passes out of 43 candidates; the Delhi and Jullundur Schools, 23 each out of 34 and 35 candidates, respectively; the Ráwalpindi School, 20 out of 25; and the Mooltan School, 19 out of 30. The order of merit, according to the percentage of passes, is the Ráwalpindi School *first*, with 80 per cent.; the Delhi School *second*, with 67 per cent.; the Jullundur School *third*, with 65 per cent.; the Mooltan School *fourth*, with 63 per cent.; and the Lahore School *fifth*, with 55 per cent. The Delhi School distinguished itself by having ten places in the First Division. Besides the candidates from the Normal Schools, 49 private candidates went up for the examination of 1893, of whom 16 passed, and 64 for the examination of last April, of whom 28 passed. Chapter V, A, 128. Training Institutions for Teachers.

In the Zamíndárí Certificate Examination of 1893, 46 passed out of 67 from the Normal Schools, the result for the Delhi School, with 12 passes out of 14, and 6 in the First Division, being the best, and that for the Lahore School, with 8 passes out of 17, and none in the First Division, the worst. In the examination held last April, only 35 out of 63 passed, or 56 per cent., which is not a good result. The result for the Delhi School, with 7 passes out of 10, was the best. Then follows the Ráwalpindi School, with 9 out of 15; then the Mooltan School, with 6 out of 11; then the Jullundur School, with 6 out of 12; and last again the Lahore School, with only 7 out of 15. Nine private candidates appeared in the examination of 1893, and only one passed; and 23 in April last, of whom only 4 were successful. The failures were mostly in School Management, which subject wants special attention in all the training institutions.

128. The detailed reports of the Managers of these schools are generally very satisfactory, the comparatively inferior examination results being attributed to the existence of double classes during three months of the year, without any addition to the teaching staff. In the Lahore School, it was in some degree due to frequent changes in the Masters. The discipline, somewhat deficient in the Ráwalpindi School, was otherwise good; the conduct of the students is, in every case, commended; physical training continued to receive careful attention, though a good deal yet remains to be done before complete proficiency is attained; the Boarding Houses are carefully managed and supervised; and, altogether, the general condition of the schools is, without exception, promising. The Principal of the Central Training College inspected all the schools, except that at Mooltan, in the course of the year, and expressed himself generally well pleased with the organization, the methods followed, and the work of the teachers. Students successful in the Certificate Examinations readily find employment; but, in some of the Circles, the number of Zamíndárí stipendiaries has not been kept in proportion to the requirements, nor has the Vernacular taught been that mostly read in the schools, which will now, however, be corrected. General remarks.

129. Each Normal School has a Model School attached to it for actual practice in teaching; and the fact that there were only four failures last year in the *Practice of Teaching*, and but two in the previous examination, is good proof that these schools are used effectively for the purpose intended. The numbers in the Model School classes at Ráwalpindi and Mooltan are not so large as might be wished, owing to the situation of the schools; but it is hoped that a modification of the fee rates will secure the attendance required. Besides teaching by rotation in the Model Practical training.

Chapter V, A, 130. Training Institutions for Teachers.

Schools, the students have to give *criticism lessons* before their class-fellows. These lessons are duly prepared, and, on all the points essential to good teaching, have to stand the brunt of criticism, first by selected students, and then by the Head Master. The Head Masters also give *model lessons* before the students, as examples of how lessons should be taught ; and it is reported that the skill shown by the students in class management and teaching is generally creditable. Mr. Knowlton pointed out defects in the method of recording Notes of Lessons and the criticisms of lessons given, and drew up a form to be followed, which is now, I understand, in the hands of all the students.

III.—TRAINING OF FEMALE TEACHERS.

Provision of Female Teachers.

130. As explained in previous reports, the method at present followed for the provision of Female Teachers, is by the award of stipends to girls who have passed the Upper Primary and Middle Standard Examinations, on condition of their going under training for the Junior or Senior Vernacular Certificate Examination. These stipends are tenable in any Middle School, where suitable arrangements exist, to the satisfaction of the Department, for the training of the girls. They receive instruction daily in the subjects prescribed for the Certificate Examinations, and, for practice in teaching, take part, under supervision, in the ordinary school work. The system is identical with that for Pupil Teachers in European Schools. It is found to work fairly well ; though the difficulty remains, that, when the girls have been trained, and earned their Certificates, " they will seldom leave the school in which they have been educated."

Norma Classes and Certificate Examinations.

131. During the past year, Normal Classes, as they are called, were maintained in the Victoria School, Lahore, the Christian Girls' and Municipal Board Schools, Amritsar, the Gujránwála Mission School, and the Clarkabad Orphanage ; and Miss Francis has expressed her satisfaction with both the instructional and practical work in the first three of these. Altogether thirteen stipends were current ; and all the above schools sent up candidates to the last Certificate Examinations. In the Senior Vernacular Certificate Examination, 12 candidates appeared, and 5 passed, against 5 out of 9 last year. The successful candidates belonged to the following institutions :—2 to the Municipal Board School, and 2 to the Christian Girls' School, Amritsar ; and 1 to the Mission School, Gujránwála. *First Grade* Certificates were awarded to the successful candidates ; and *Second Grade* Certificates were awarded, under the rules, to four others who had failed. In the Junior Vernacular Certificate Examination, 3 candidates appeared from the Clarkabad Orphanage, and all failed. A *Second Grade* Certificate was, however, awarded to one of the failed candidates, according to the Code. On the recommendation of the last Educational Conference, passing in School Management and the Art of Teaching has been made a condition for the award of Certificates of the Second Grade.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

Medical School.

132. The Medical School, Lahore, forms a department of the Medical College ; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals, given in Chapter III, para. 79, regarding the Medical College, apply also to the Medical School.

Chapter V, B, 133.

Institutions for Technical Instruction.

II.—THE VETERINARY SCHOOL.

Principal's report.

133. The report of the Principal of the Veterinary School, Lahore, is given as Appendix I.

Statistics.

134. The number of students at the end of the year was 84, against 89 in the previous year, of whom 49 belonged to the First Class, and 35 to the Second. The number of Scholarships current was 34, leaving 50 non-stipendiary students, which is evidence of the popularity, as well as usefulness, of the institution. In the Final Examination for Certificates as Veterinary Assistants, 35 candidates appeared, and 26 passed, or 74 per cent., against 49 out of 56 last year. In the Junior Examination for promotion from the First to the Second Year Class, 47 out of 49 passed, which is a highly satisfactory result. The total expenditure for the year amounted to Rs. 37,087, of which Rs. 33,694 was due to Establishment and Contingencies, and Rs. 3,393 to Scholarships and Stipends.

Changes.

135. A change was made during the year in the mode of admission to the Veterinary School. Heretofore a special examination for admission was held by the Educational Department; but the Middle School Examination has now been adopted as the standard of attainments required; and the Principal anticipates a better quality of students from the change. The pass standard in the Final Examination was also raised during the year, 40 per cent. in each subject, and 50 per cent. in the aggregate being now required. The Principal repeats his suggestion to extend the course of studies to three years, and has formally submitted a scheme to this effect.

III.—THE LAW SCHOOL.

Statistics.

136. The following statement gives the statistics of the Law School, maintained by the Punjab University, for the last two years:—

	1893-94.	1892-93.
Number of students	169	84
Expenditure.	Rs.	Rs.
Provincial Revenues	2,400	3,126
Fees	4,793	3,669
Other sources	...	919
Total	7,193	7,714
Results of Examinations.		
Preliminary Examination ... { Candidates	32	35
Passes	25	23
First Certificate „ ... ... { Candidates	12	8
Passes	5	5
Licentiate-in-Law „ ... ... { Candidates	6	7
Passes	5	4
Intermediate Examination in Law { Candidates	23	14
Passes	11	3
Bachelor of Law Examination ... { Candidates	4	...
Passes	4	...

Figures analyzed.

137. The number of students rose during the year from 84 to 169, which is an extraordinary increase, and in accordance with the growing number of Arts students in Lahore. The expenditure for the year was Rs. 7,193, or somewhat less than last year, of which over 66 per cent. was covered by fees, and the remainder by the Government grant. The examination results,

Chapter V, B, 138. Institutions for Technical Instruction.

with an average of 70 per cent. of passes on the Licentiate side, and of nearly 56 per cent. on the Degree side, were satisfactory; and, especially in the Intermediate Examination, an improvement on those of the previous year. The School sent up candidates for the first time to the L. L. B. Examination, and all of them—4 in number—passed, one being placed in the First Division.

IV.—THE MAYO SCHOOL OF ART.

Principal's report.

138. The report of the Principal on the Mayo School of Industrial Art, Lahore, is given as Appendix J.

The Staff.

139. Mr. Andrews continued in charge of the School from the 5th May, the date on which Mr. Kipling retired, to the end of the year, the Vice-Principalship remaining vacant during the period. As practically all the arrangements for the Punjab Exhibition fell upon Mr. Andrews and the staff, it cannot be said that the incompleteness of the establishment was not seriously felt. Mr. Kipling's successor was expected to arrive in October last; but a reference from the Secretary of State regarding a change in the constitution of the Art Schools has put the filling of the appointment in abeyance, for the present.

Number and distribution of students.

140. The number of students at the close of the year was 139, or 20 more than last year, notwithstanding the large number who left for employment during the year. The distribution with regard to stages of instruction was as follows:—

I Division	65
II Division	21
III Division	15
IV Division	15
Engineering Class	23
	139

The students of the First Division all learn Free-hand and Geometrical Drawing, 20 of them also doing Modelling, and Wood-working. An elementary general education is also given to some of them; but, with the growing recruitment from the Industrial Schools, this should soon cease to be necessary. The Second Division students learn Building Drawing from flat copies, Model Drawing, Decorative Drawing in Colours, Elementary Perspective Drawing, Geometrical Drawing, Modelling, and 13 also Wood-working. The Third Division students learn Ornamental Drawing and Design, Light and Shade, Drawing from actual buildings; Perspective, Plane and Solid Geometry, Modelling in Clay and Moulding, and 9 also Wood-working. The students of the Fourth Division learn Applied Designs for Architecture, Decoration, Modelling, Wood-working, with Surveying, Plotting, and Estimating. The students of the Engineering Class learn Building Drawing, and prepare for the First Examination in Engineering of the Punjáb University.

Expenditure and Stipends.

141. The total expenditure for the year was Rs. 16,978, or Rs. 6,082 less than in the previous year, owing to the incompleteness of the staff already explained. Of the total expenditure, Rs. 3,265 was on account of Stipends, or Rs. 457 less than last year. The stipends are contributed mostly from Local Funds; and, at present, 6 are provided by the Gwalior State. At the end of the year, 55 stipends were current, leaving 84 non-stipendiary students, which may be taken as a measure of the popularity of the institution.

Work of the year.

142. The past year was one which, on account of the diminished staff, and demands made from the outside, tried the School to the utmost; yet the work and progress of the classes may

Chapter V, B, 143.

Institutions for Technical Instruction.

be said to have been satisfactory, on the whole. Outside the ordinary routine of the School, the chief work undertaken was in connection with the Punjab Exhibition. This occupied much of the time of all the Masters and many of the students; and Mr. Andrews testifies to the valuable assistance rendered, and to the cheerful way in which this was done to ensure the success of the undertaking. Much credit is, I consider, due to Mr. Andrews himself for this, and to the whole staff, including Lála Dhanpat Rái, the Clerk of the School, whose efforts are said to have been untiring. The Principal inspected and reported on the Railway Technical School, and the Industrial Schools at Amritsar and Delhi, and conducted the examinations in Drawing of the European Schools during the year. He also assisted me in preparing standards in Drawing for Training Institutions, and for the Middle and High Departments of ordinary schools. From the Engineering Class, 6 students went up to the First Examination in Engineering of the Punjab University, and 2 passed, notwithstanding an admitted deficiency of teaching strength.

Employment of the students.

143. During the year, as many as 43 students left the School, a good many of them after a short period of study, but several of them after a lengthened course. Of those who left, 4 are employed as Teachers in Industrial Schools on salaries from Rs. 30 to Rs. 40 a month; 7 are employed as Draftsmen in various departments of the public service on from Rs. 25 to Rs. 45; 4 as Sub-Overseers on from Rs. 25 to Rs. 40; 1 as a Surveyor in the Public Works Department on Rs. 40; 3 as Woodcarvers and Architects on from Rs. 15 to Rs. 30; 1 as a Tracer in the Public Works Department on Rs. 15; 1 as a Carpet Designer on Rs. 20; 1 has joined the Postal Department on Rs. 15; 6 have returned to their hereditary trades; 3 have joined other schools; and of the remaining 12, 3 were sent away on account of inaptitude, 3 have died, and the occupation of the others is not known. As a rule, the appointments obtained are in lines in which what the young men have learned cannot fail to be of service to them. In some instances, they have a direct bearing on the industries and art-work of the country.

V.—INDUSTRIAL SCHOOLS.

Number of schools and scholars.

144. The number of Industrial Schools returned this year is [illegible] with 422 scholars, against four schools and 519 scholars in the previous year. The [illegible] a detail of the present schools and scholars:—

Railway Technical School, Lahore	... ...	275
Municipal Board Industrial School, Amritsar		73
Municipal Board Industrial School, Delhi	...	74
Total	...	422

The Mission Industrial School at Clarkabad in the Lahore District, which was returned under this head last year, has recently been transferred to the list of Aided Indigenous Schools, although it is still industrial in character. At the close of the year, a Technical School on a considerable scale was opened at Ráwalpindi by the Hon'ble Bába Khem Singh, C. I. E., and when I visited it at the end of March, it showed distinct signs of vitality. The Christian Boarding School at Ludhiána continues to be partially industrial, although returned as an ordinary school. Much importance is attached to the matter of Technical and Industrial Education; but it remains significant that the offer of encouragement in this direction in the Punjab by means of grants-in-aid, and the laying down of schemes of study, has met with little response.

Chapter V, B, 145.

Institutions for Technical Instruction.

Railway Technical School.

Statistics.

145. The Railway Technical School, Lahore, contained at the end of the year 275 scholars, of whom 19 were in the Middle, and 256 in the Primary Department. The total is 10 below the return of last year; but, as the lower classes were over-crowded and additional teachers could not be provided, I had to put a limit on the admissions. Only 11 of the scholars are non-artisans; 43 are Hindús, 52 Sikhs, and 180 Muhammadans. The expenditure for the year on Establishment and Contingencies amounted to Rs. 7,151, or Rs. 367 more than in the previous year. Thirty-seven John Lawrence Scholarships were current at the end of the year, or an average of 1 in every 8 on the rolls. Fees are levied from the non-artisan pupils.

Examination results.

146. In the subjects of General Knowledge, the results in the examination of the Inspector of Schools were as follows:—Infant Standard, 39 candidates, all of whom passed; Lower Primary Standard, 35 candidates, and all passed; Upper Primary Standard, 16 out of 18 passed, which results are highly satisfactory. In the Technical Subjects, including Drawing and a Handicraft, as tested by the Officiating Principal of the School of Art, 30 out of 36 passed the Infant Standard; 23 out of 40 passed the Lower Primary Standard; and 16 out of 20 passed the Upper Primary Standard. This year, for the first time, the Middle Standard Examination for Industrial Schools was held, and 4 out of 5 candidates from this school passed. The reports of the Inspecting Officers were generally very favourable; and credit is due to the Head Master and his Assistants for another year of successful work.

Employment on leaving school.

147. The Head Master reports that, of 37 who left the school during the year above the Lower Primary Department, 6 have joined the Railway Workshops; 9 have returned to their hereditary handicrafts; 2 have got employment as Press Compositors and 1 as a Pointsman; 9 have joined the Mayo School of Art for further technical instruction; and of the remaining 10, 5 are those who appeared in the recent Middle Standard Examination and are in hopes of being employed in the Railway Workshops, 3 have returned home, 1 has joined an ordinary school, 1 has died, and two are not accounted for.

Amritsar Industrial School.

148. The number of scholars in the Municipal Board Industrial School, Amritsar, is returned as belonged to the Upper Primary Department, and 60 to the Lower Primary. Thirty-five others belonged to a Special Class for instruction in Technical Subjects only. In the subjects of General Knowledge, only 1 out of 15 passed the Infant Standard; 12 out of 14 passed the Lower Primary Standard; and 5 out of 7 the Upper Primary. In the Technical Subjects, 16 out of 31 passed by the Infant Standard, 8 out of 17 the Lower Primary, and only 1 out of 4 the Upper Primary. On the General side, the Inspector of Schools recorded again a slight non-conformity with the regulations, and the want of a responsible head; but both defects have, I believe, been remedied since the end of the year, although I am doubtful whether it would not have been better to have selected the Head Master from the General rather than the Technical side. On the Technical side, Mr. Andrews was pleased with the Drawing, but considered the Carpentry and Joinery decidedly defective. Five of the scholars were awarded scholarships on passing the Lower Primary Examination. Of the 21 boys of more than one year's standing, who left the school during the year, 3 have joined the School of Art at Lahore, and 18 are working at their hereditary handicrafts in the city. Mr. Nicholl, to whom the Department is indebted for

ever ready help in educational matters, continues his interest in this school.

Chapter V, B, 149.

Institutions for Technical Instruction.

Delhi Industrial School.

149. In the Municipal Board Industrial School, Delhi, the number of scholars at the end of the year was 74 compared with 68 last year, of whom 12 were in the Upper Primary Department and 62 in the Lower Primary. In the Inspector of Schools' Examination, of 14 in the Infant Standard, all passed; 7 out of 10 passed the Lower Primary Standard, and both candidates failed by the Upper Primary. The condition of the school, on this side, is improving; but much remains to be done. In Technical Subjects, candidates were presented by the Lower Primary Standard only, all of whom, 6 in number, passed. In Drawing, the work is said to be, on the whole, fair, but with some deficiency in Geometry. The Carpentry is also fair; but Mr. Andrews again points out that the work is done on too small a scale. Lála Kanhya Lál, a retired Educational Officer, manages this school for the Municipal Committee; and, under such supervision, and in a trade and art centre like Delhi, there should be little doubt about the success of such a school. The Inspector thinks that an opening is likely to be found for the boys in Mr. Tellery's workshops.

Chapter VI, 150.

Female Education (Natives).

FEMALE SCHOOLS.

STATEMENT showing NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total Secondary and Primary Schools.	Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of	Board Schools	1893-94	...	...	...	...	5	5	...	5	5	202	207	...	...
		1892-93	...	...	...	...	2	2	...	2	2	194	196	...	...
		Increase	...	...	...	...	3	3	...	3	3	8	11	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided Schools	1893-94	2	...	2	3	2	5	5	2	7	110	117	...	...
		1892-93	2	...	2	3	2	5	5	2	7	123	130	...	...
		Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	13	13	...	...
	Unaided Schools	1893-94	...	...	...	...	...	...	...	...	...	6	6	...	...
		1892-93	...	...	...	...	...	...	...	...	...	5	5	...	...
		Increase	...	...	...	...	...	...	...	...	...	1	1	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars in	High Stage	1893-94	14	...	14	...	...	...	14	...	14	...	14	14	...
		1892-93	16	...	16	...	...	...	16	...	16	...	16	16	...
		Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	2	...	2	...	...	...	2	...	2	...	2	2	...
	Middle Stage	1893-94	41	...	41	28	85	113	69	85	154	...	154	65	75
		1892-93	40	...	40	26	55	81	66	55	121	...	121	65	56
		Increase	1	...	1	2	30	32	3	30	33	...	33	...	19
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Secondary Stage	1893-94	55	...	55	28	85	113	83	85	168	...	168	79	75
		1892-93	56	...	56	26	55	81	82	55	137	...	137	81	56
		Increase	...	...	...	2	30	32	1	30	31	...	31	...	19
		Decrease	1	...	1	...	...	...	...	...	...	...	...	2	...
	Upper Primary Stage	1893-94	30	...	30	32	193	225	62	193	255	616	871	60	617
		1892-93	30	...	30	35	134	169	65	134	199	658	857	59	622
		Increase	...	...	...	...	59	56	...	59	56	...	14	1	...
		Decrease	...	...	...	3	...	...	3	...	...	42	...	...	5
	Lower Primary Stage	1893-94	68	...	68	122	380	502	190	380	570	10,059	10,629	99	3
		1892-93	53	...	53	110	288	398	163	288	451	9,678	10,129	71	...
		Increase	15	...	15	12	92	104	27	92	119	381	500	28	3
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Primary Stage	1893-94	98	...	98	154	573	727	252	573	825	10,675	11,500	159	620
		1892-93	83	...	83	145	422	567	228	422	650	10,336	10,986	130	622
		Increase	15	...	15	9	151	160	24	151	175	339	514	29	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	2
	Grand Total	1893-94	153	...	153	182	658	840	335	658	993	10,675	11,668	238	695
		1892-93	139	...	139	171	477	648	310	477	787	10,336	11,123	211	678
		Increase	14	...	14	11	181	192	25	181	206	339	545	27	17
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Number of schools and scholars ...	150—151	Scholarships	158
Secondary Schools	152	Examination results	159—160
Primary Schools	153	Needle work	161
Distribution of the schools by Circles	154	Domestic Economy	162
Distribution of the schools by Districts	155	Discipline	163
Expenditure	156	Moral and religious teaching ...	164
Fees	157	Progress and prospects	165

Statistical table.

150. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them at the various stages of instruction for the last two years.

Number of schools and scholars.

151. The number of schools of all kinds is 330, or one less than last year, 207 of these being Board Schools, 117 Aided Schools, and 6 Unaided Schools. There was a decrease of 13 in the Aided Schools, and a rise of 11 and 1 in the Board and Unaided Schools, respectively. Whilst the schools were fewer, the number of scholars rose from 11,123 to 11,668, or by 545, the increase being mostly at the lowest stage. If the number in attendance on Private Schools, including the number in Zanána Classes, or 14,031, be added, we get only 25,699 girls under school instruction of any kind, or not more than 1·7 per cent. of the girls of a school-going age.

Secondary Schools.

152. The number of Secondary Schools now returned is 12, or 3 more than last year, three Municipal Board Schools—one at Gujránwála, and two at Siálkot (one for Hindús and one for Muhammadans)—having been raised to the Middle grade. Of the 12 schools, 2 are of the High and 10 of the Middle grade. The two High Schools are the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore, both Anglo-Vernacular Boarding Schools for Native Christian children. Of the 10 Middle Schools, 3 are Anglo-Vernacular, namely, the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School at Amritsar, and 7 Vernacular,—the Victoria School, in connection with the Punjab Association, at Lahore, the Municipal Board School at Amritsar, the American Mission School at Gujránwála, the District Board School at Gujarwál in the Ludhiána District, and the three new schools already referred to. The number in attendance on the High School classes is only 14, or 2 fewer than last year. In the Middle classes, there is a rise from 121 to 154, chiefly in the Vernacular Schools. Altogether, there are now 168 girls at the Secondary stage of instruction, or 31 more than last year, of whom 79 learn English.

Primary Schools.

153. The number of Primary Schools is 318, or 4 fewer than last year. The fall was wholly in the Aided Schools, mostly in the Lahore Circle; but the Inspectress speaks of several new schools applying for grants, which are likely to be added to the next year's returns. The number of scholars in attendance on the Primary Schools, and the Primary Classes of the Secondary Schools, is 11,500, or 514 more than last year, the rise being chiefly in the Jullundur, Ráwalpindi, and Deraját Circles. There is but a slight increase in the number attending the Upper Primary Classes, namely, from 857 to 871, which shows how slow-

Chapter VI, 154. Female Education (Natives).

the growth upwards is. The whole 318 Primary Schools are thus classified: Board Schools 202, Aided Schools 110, and Unaided Schools 6.

Distribution of the schools by Circles.

154. The distribution of the schools of all kinds over the Inspectional Circles is important, as serving to show the degrees in which Female Education is taking root in different parts of the Province. The Delhi Circle has now 43 schools (2 Middle and 41 Primary) with 1266 scholars; the Jullundur Circle has 72 schools (1 Middle and 71 Primary) with 2269 scholars; the Lahore Circle has 114 schools (2 High, 5 Middle, and 107 Primary) with 4682 scholars; the Ráwalpindi Circle has 89 schools (2 Middle and 87 Primary) with 3009 scholars; and the Deraját Circle has 10 schools (all Primary) with 442 scholars. The Lahore Circle takes the lead both in schools and scholars; then follows, at a distance, the Ráwalpindi Circle; then the Jullundur Circle; then the Delhi Circle; and last the Deraját Circle. It is mainly, as Miss Francis again remarks, among the more enterprising people of the Punjab proper, that Female Education seems to make any real progress; but it is difficult to explain why, within this region, there should be marked success in such places as Amritsar, Gujránwála, and Siálkot, with as distinct failure in Gurdáspur, Ferozepore, and Gujrát.

Distribution of the schools by Districts.

155. The following table gives the attendance on schools of all grades in each District. A column for Zanána Classes is also added, as the teaching of these is mostly carried on by European ladies; and it may here be explained that this return is now given for the whole Province for the first time:—

No.	Districts.	Number of Girls in				Total.
		High Schools.	Middle Schools.	Primary Schools.	Zanána Classes.	
1	Hissár	...	...	74	26	100
2	Rohtak	...	...	155	...	155
3	Gurgáon	...	...	228	103	331
4	Delhi	...	119	358	333	810
5	Karnál	...	...	66	63	129
6	Umballa	...	...	201	14	215
7	Simla	...	...	65	...	65
8	Kángra	...	...	343	...	343
9	Hoshiárpur	...	...	303	...	303
10	Jullundur	...	...	950	59	1,009
11	Ludhiána	...	43	483	121	647
12	Ferozepore	...	...	147	18	165
13	Jhang	...	...	298	...	298
14	Montgomery	...	...	39	...	39
15	Lahore	95	227	976	61	1,359
16	Amritsar	58	165	1,647	226	2,096
17	Gurdáspur	...	...	279	...	279
18	Gujránwála	...	164	734	139	1,037
19	Siálkot	...	122	966	10	1,098
20	Gujrát	...	...	136	59	195
21	Sháhpur	...	...	459	...	459
22	Jhelum	...	...	522	...	522
23	Ráwalpindi	...	...	718	...	718
24	Hazára	...	...	...	...	...
25	Pesháwar	...	...	86	34	120
26	Kohát	...	...	...	...	...
27	Mooltan	...	...	80	26	106
28	Bannú	...	...	...	...	...
29	Dera Isma'íl Khán	...	...	261	...	261
30	Dera Ghází Khán	...	...	59	8	67
31	Muzaffargarh	...	...	42	...	42
	Total	153	840	10,675	1,300	12,968

Three Districts are blank instead of four last year, the Dera Ghází Khán District having made a beginning in this direction during the year, with one Board School, and 59 scholars. The Districts still without Girls' Schools are those of Hazára, Kohát, and Bannú, which are naturally slow in taking to the new idea of educating their girls. As many as eight Districts are still at the absolutely initial stage in this respect; seven other Districts have less than three hundred scholars each; and it is only in the six Districts of Amritsar, Lahore, Siálkot, Jullundur, Gujránwála, and Ráwalpindi that Female Education may be said to have gained anything like a firm footing.

Chapter VI, 156. Female Education (Natives).

156. The statement on the following page gives the expenditure on Schools for Native Girls of all grades, and also on the Scholarships current in those schools, for the past year. The total expenditure on the schools was Rs. 1,21,793, or Rs. 7,398 more than last year. The rise was Rs. 5,075 in Board Schools, on account of the greater number of these; it was Rs. 3,342 in the Aided Secondary Schools, mostly on the Anglo-Vernacular side; and there was a fall of Rs. 1,019 in the Unaided Schools. Of the total expenditure, about 64 per cent. was met from Public Funds—Provincial Revenues contributing 22 per cent., District Funds 16 per cent., and Municipal Funds 26 per cent.—and the remainder from Private Sources. The expenditure from Provincial Revenues is due to grants earned under the Code; and that from District and Municipal Funds, chiefly to the maintenance of the 207 Board Schools. The average cost, per scholar, in all the schools, is about Rs. 10-14. In the Secondary Schools it is about Rs. 21-14; in the Primary Schools, about Rs. 7-8.

Expenditure.

157. The income from Fees was only Rs. 1,767, or Rs. 81 less than last year. Fees are levied mostly in the Anglo-Vernacular Schools; and the decline which has taken place in this respect within the last few years is probably owing to the growing competition between those schools, none of them being very much dependent on the fees. No fees have yet been levied in the Board Schools; and there are probably no places in which this could yet be safely done; but it is noticeable that both the Aided and Unaided Primary Schools show an increasing return in this behalf.

Fees.

158. Small scholarships are awarded to girls who pass the Lower and Upper Primary Examinations from Vernacular Schools, up to a certain limit, to induce their parents to keep them a little longer at school; and there can be no doubt that this has had the desired effect, although it has added somewhat to the artificiality of the attendance in the higher classes. At the end of the year, 695 of these scholarships were current, or 17 more than last year, the increase being wholly in the Middle classes. As there are 1039 scholars in the departments in which these scholarships are tenable, the proportion of scholarships to pupils is about 2 to 3. The expenditure on these scholarships for the year was Rs. 16,728, or Rs. 427 more than in the previous year. The small items returned against Local Funds are irregular.

Scholarships.

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

Chapter VI, 156.

Female Education (Natives).

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
In Secondary Schools. Anglo-Vernacular.	Provincial Revenues ...	...	...	...	...	6,066	4,576	1,490	...	...	...	..	...	6,066	4,576	1,490	...
	District Funds...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal Funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Fees ...	...	...	...	...	1,343	1,480	...	137	...	...	...	...	1,343	1,480	...	137
	Other Sources ...	...	...	...	...	16,434	14,927	1,507	...	...	...	...	...	16,434	14,927	1,507	...
	Total ...	...	...	...	...	23,843	20,983	2,860	...	...	...	...	...	23,843	20,983	2,860	...
In Secondary Schools. Vernacular.	Provincial Revenues ...	491	150	341	...	9,376	9,248	128	...	...	...	.	...	9,867	9,398	469	..
	District Funds...	429	367	62	...	...	...	...	...	...	...	...	...	429	367	62	...
	Municipal Funds	8,104	6,563	1,541	...	875	702	173	...	...	...	...	...	8,979	7,265	1,714	...
	Fees	...	...	...	...	47	62	...	15	...	...	...	...	47	62	...	15
	Other Sources ...	...	...	...	...	1,726	1,175	551	...	...	...	...	...	1,726	1,175	551	...
	Total ...	9,024	7,080	1,944	...	12,024	11,187	837	...	...	...	...	...	21,048	18,267	2,781	...
In Primary Schools.	Provincial Revenues ...	2,894	3,244	...	350	7,625	7,508	117	...	...	...	..	...	10,519	10,752	...	233
	District Funds...	18,017	15,591	2,426	...	1,148	1,036	112	...	...	...	...	...	19,165	16,627	2,538	...
	Municipal Funds	20,728	19,906	822	...	2,381	1,972	409	...	...	...	...	...	23,109	21,878	1,231	...
	Fees	...	...	...	...	147	106	41	...	230	200	30	...	377	306	71	...
	Other Sources ...	248	15	233	...	21,590	22,624	...	1,034	1,894	2,943	...	1,049	23,732	25,582	...	1,850
	Total ...	41,887	38,756	3,131	...	32,891	33,246	...	355	2,124	3,143	...	1,019	76,902	75,145	1,757	...
Total Secondary and Primary Schools.	Provincial Revenues ...	3,385	3,394	...	9	23,067	21,332	1,735	...	...	...	..	...	26,452	24,726	1,726	...
	District Funds...	18,446	15,958	2,488	...	1,148	1,036	112	...	...	...	..	...	19,594	16,994	2,600	...
	Municipal Funds	28,832	26,469	2,363	...	3,256	2,674	582	...	...	...	...	...	32,088	29,143	2,945	...
	Fees	...	...	...	...	1,537	1,648	...	111	230	200	30	...	1,767	1,848	...	81
	Other Sources ...	248	15	233	...	39,750	38,726	1,024	...	1,894	2,943	...	1,049	41,892	41,684	208	...
	Total ...	50,911	45,836	5,075	...	68,758	65,416	3,342	...	2,124	3,143	...	1,019	1,21,793	1,14,395	7,398	...
		In Secondary Schools.				In Primary Schools.											
Scholarships.	Provincial Revenues ...	6,456	5,337	1,119	...	9,926	10,839	...	913	...	...	...	...	16,382	16,176	206	...
	District Funds ...	47	...	47	...	...	...	...	...	...	...	...	...	47	...	47	...
	Municipal Funds	146	48	98	...	...	3	...	3	...	...	...	...	146	51	95	...
	Other Sources ...	69	50	19	...	84	24	60	...	...	...	...	...	153	74	79	...
	Total ...	6,718	5,435	1,283	...	10,010	10,866	...	856	...	...	...	...	16,728	16,301	427	...

159. The following table compares the Examination results of the Secondary Departments of these schools for the last two years :—

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1893-94	3	2	66·6	3	1	33·3	11	9	81·8
	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	Increase	...	...	16·6	..	...	...	2	1	...
	Decrease	1	...	...	1	2	41·7	...	...	7·1
Total Anglo-Vernacular Examination.	1893-94	3	2	66·6	3	1	33·3	11	9	81·8
	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	Increase	...	...	16·6	...	...	...	2	1	...
	Decrease	1	...	...	1	2	41·7	...	...	7·1
Vernacular Examination.										
Board Schools	1893-94	...	...	...	...	...	...	10	8	80·0
	1892-93	...	...	...	...	...	...	5	3	60·0
	Increase	...	...	...	...	...	...	5	5	20·0
	Decrease	...	...	...	...	...	...	...	...	...
Aided Schools	1893-94	...	...	...	...	...	...	8	8	100·0
	1892-93	...	...	...	...	...	...	13	11	84·6
	Increase	...	...	...	...	...	...	...	...	15·4
	Decrease	...	...	...	...	...	...	5	3	...
Total Vernacular Examination.	1893-94	...	...	...	...	...	...	18	16	88·8
	1892-93	...	...	...	...	...	...	18	14	77·8
	Increase	...	...	...	...	...	...	...	2	11·0
	Decrease	...	...	...	...	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1893-94	3	2	66·6	3	1	33·3	29	25	86·2
	1892-93	4	2	50·0	4	3	75·0	27	22	81·5
	Increase	...	...	...	...	...	...	2	3	4·7
	Decrease	1	...	16·6	1	2	41·7	...	...	...

In the Entrance Examination of the Punjab University, 2 out of 3 candidates passed from the Alexandra School, Amritsar. Eleven appeared in the Calcutta Entrance—5 from the Alexandra School and 6 from the Lady Dufferin School—and only 2 from the former school passed. For the Middle School Examination, 3 candidates went up from the Lady Dufferin School, and 1 passed. In the Middle Standard Examination, 29 candidates appeared, and 25 passed, or 86 per cent., against 22 out of 27 last year, the schools that did best being the Alexandra School, and the Christian Girls' School, Amritsar. The passes in the Entrance and Middle School Examinations were Christian girls; in the Middle Standard Examination, 12 were Christians, 7 Muhammadans, and 6 Hindús. Better results would, I believe, be achieved, if the schools were to prepare for one Entrance and one Middle Examination only.

Chapter VI, 160.

Female Education (Natives).

Results in Primary Examinations.

160. The statement below gives the results for the last two years of the Upper and Lower Primary Examinations:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1893-94	196	132	67·3
	1892-93	222	144	64·9
	Increase	...	...	2·4
	Decrease	26	12	...
Aided Schools	1893-94	155	102	65·8
	1892-93	123	74	60·2
	Increase	32	28	5·6
	Decrease	...	...	...
Total	1893-94	351	234	66·6
	1892-93	345	218	63·2
	Increase	6	16	3·4
	Decrease	...	...	...
Lower Primary Examination.				
Board Schools	1893-94	648	387	59·7
	1892-93	597	289	48·4
	Increase	51	98	11·3
	Decrease	...	...	...
Aided Schools	1893-94	400	241	60·2
	1892-93	353	194	55·0
	Increase	47	47	5·2
	Decrease	...	...	...
Total	1893-94	1,048	628	59·9
	1892-93	950	483	50·8
	Increase	98	145	9·1
	Decrease	...	...	...

In the Upper Primary Examination, there were altogether 351 candidates, of whom 234, or 66 per cent., passed, compared with 218 out of 345 last year. Of the successes, the Board Schools contributed 132, and the Aided Schools, 102. In the Lower Primary Examination, out of 1048 candidates, 628 passed, or 59 per cent., compared with 483 out of 950 last year. The Board Schools contributed 387 of the passes, and the Aided Schools 241, the percentage of successes being about equal. These results are favourable enough; but the standard of efficiency in all but a few schools is still comparatively low. "The failures," says Miss Francis, "nearly all point to unintelligent teaching. Arithmetic is well done, if questions exactly on the usual lines are set; but the easiest problems are found a difficulty even by advanced scholars. In Reading, the children are frequently unable to explain what they read, and obviously do not understand it. Geography and History are too often mere memory subjects, and the children repeat glibly lists of towns and dates without any knowledge of what they really mean."

Needlework.

161. Increasing attention is being paid to the important subject of Needlework in Girls' Schools; but it is only here and there that it is yet taught systematically, chiefly, as the Inspectress remarks, because of the want of efficient teachers. This is especially the case in the outlying Board Schools; and it will take a good while to remove the defect. The new courses, however, are being adopted where possible; and this essential of a girl's education will now gradually come to have the place it ought in our schools. In the Delhi Circle, little is yet done in this way, except in the Aided Schools. Regarding the Jullundur Circle, the Inspector reports progress especially in the Kángra District, and remarks that "the subject, though introduced in most of the schools, has been taught

satisfactorily in only a few." In the Lahore Circle, the subject is taught more efficiently in the Amritsar Schools than anywhere else in the Province, though not in the City Branch Schools. A few schools in the Jhang, Gurdáspur, and Gujránwála Districts seem also to have advanced in this direction; but elsewhere little or nothing is done. The Ráwalpindi Inspector speaks of an increased provision for the teaching of Needlework in the Sháhpur District. In the Ráwalpindi, Jhelum, and Gujrát Districts, although there is yet no systematic provision for the teaching of the subject, "wherever the teacher is a female and knows *Kashída*, or the male teacher has a wife proficient in this kind of work, the girls are given instruction in it to a greater or less extent." In the Deraját Circle, the subject is receiving attention in accordance with the means available.

Domestic Economy.

162. Beyond the teaching of the Sughar Bíví, or Good House Mother, a book mainly on elementary Physiology and Hygiene, to the Middle School classes, nothing is done out of the Boarding Schools in the way of instruction in practical housewifery. As has been said before, however, the teaching of cooking and house-keeping to her daughters is regarded as an indispensable duty of the mother: and there are few houses, it is said, in which this obligation is not well discharged. The Text-Book Committee has still in hand the preparation of a Reader on Simple Household Duties for Primary Schools.

Discipline and conduct.

163. The behaviour of the girls is, as usual, favourably reported on. They are gentle and docile, and want only training and influence to produce the best results. In the schools for Christian girls and those supervised by European ladies, the discipline is, as a rule, good; but in the majority of schools, where the teachers are old men or inefficient women, the reverse is, I am afraid, very much the case. On this Miss Francis remarks: "There is a great want of regularity and order, the teachers themselves not practising these qualities, or understanding their value. Nor is there any prompt obedience to orders. Much has been said concerning moral text-books. I think it is very desirable that the Readers should contain more moral teaching in the form of stories; but a far more important influence is the example of the teachers. It cannot fail to have the worst effect on the children, if they see their teachers idle and irregular when not under supervision, and endeavouring to deceive the Inspecting Officer when possible, as is very often the case." Until fitter instruments are forthcoming, it is vain to look for the higher fruits of instruction.

Moral and religious teaching.

164. The Lahore Inspector again refers to the matter, which has been much considered, of moral and religious teaching in Girls' Schools. "Our Primary Schools, being quite secular, are blamed for this defect. We teach books full of dog and cat stories, but not the *Qurán*, nor *Japjí*, nor the *Gíta*;" and Mr. Lewis continues: "I am convinced that, if arrangements were made for religious and moral teaching in Girls' Schools, female education would advance more rapidly. As a rule, the Board Schools are attended by one class exclusively. The scholars are either Muhammadans, or Hindús, or Sikhs. There is, therefore, no risk in trying the experiment. In the Code, there is provision made for this; but it has remained a dead letter up to this time." The regulation in the Code is that, if the parents desire it, and the means are provided, Local Bodies may, under arrangements agreeable to all sections of the community, direct or permit religious instruction to be given within the premises of a Board School out of school hours; and this is plain enough. The difficulty is

Chapter VI, 165. Female Education (Natives).

as to the real desire of the people; and it is my experience that there is less unanimity of feeling in this respect, even within the same class, than is supposed. There is besides the practical difficulty—not known in England—of who is to teach, and what is to be taught; and the ineffectiveness of the rule was not unforeseen. The advantage of it is this, that it leaves the matter in the hands of the people themselves.

Progress and prospects.

165. Gauged by the increased numbers, and the somewhat improved examination results, with more done in the way of introducing Needlework into the schools, the past year may be said to have been one of some progress. But the state of female education in the Province is still very backward; and both on account of the indifference of the people, and the difficulty of procuring efficient teachers, the outlook cannot be said to be promising. Hopeful signs there are, here and there, such as the Gurmukhí Class maintained at Kohát in connection with the Municipal Board School, where fifteen girls read along with the boys; but with most of the girls leaving at the Lower Primary stage, little can be expected in the near future. Speaking of the Victoria School, Lahore, which is the only school which attracts, in any numbers, the daughters of the educated classes, the Inspectress remarks: "It is disappointing to find that in spite of every advantage and a well qualified staff, the higher classes remain almost stationary in this school. The Hindú girls especially are almost all taken away to be married before they reach this stage." In this connection, Mr. Madan Gopál, Honorary Secretary of the Punjab Association, has suggested the organizing of *Home Classes* for purdah women; and a hope is expressed that the Association will make a trial of this ere long. The educated classes might have been expected to lead the way in this matter; but it can hardly be said to be so. "As an instance of this," says Miss Francis, "I found that the daughter of an Inspector of Schools was being taken away from school at the age of eleven to be married. In many cases, family influence is too strong; in others, though there may be a wish for education, there is an objection to the school system." On the whole, in the present state of Native Society, as one of the Inspectors puts it, the progress of female education must be slow; and we have but to do the best we can in the circumstances.

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

SECTION A.—EDUCATION OF EUROPEANS.

	Paras.
General statistics	166
Number of schools and scholars ...	167
Grades of schools and stages of instruction	168
Expenditure	169
Fees	170
Scholarships	171
Examination results	172
Boarding arrangements	173
Discipline and conduct	174
General progress	175
Lawrence Asylum, Sanáwar	176
Ditto, Murree	177
Private Schools	178

SECTION B.—MUHAMMADAN EDUCATION.

Comparative table	179
Numbers and comparisons	180
Evidence of progress	181
Special encouragement	182

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

The Aitchison College	183
Number of scholars	184
Condition of the classes	185
Sons of gentlemen of rank	186

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for Low-caste children ...	187
Baptist and S. P. G. Mission Schools ...	188
Schools in the Amritsar, Gurdáspur, and Gujránwála Districts	189
Schools in the Siálkot and Ráwalpindi Districts	190

SECTION A.—EDUCATION OF EUROPEANS.

Statistical table.

166. The table on the next page gives the number of European Schools in the Province at the end of the year, and the number and distribution of the scholars attending them, together with the corresponding figures for the previous year.

Number of schools and scholars.

167. The number of Public Schools is one less than last year, or 33,—13 being for boys, and 20 for girls. The decrease was on the girls' side. The number of Private Schools is given as 6,—3 for boys and 3 for girls, and this return is more complete than last year; but, as remarked by the Inspector, it is still likely that there are other small schools not yet included. Of the 33 Public Schools, 4 continue under Government management, namely, the Lawrence Asylums at Sanáwar and Murree; 28 are Aided Schools; and one, recently opened at Jhelum, is an Unaided School. The number of scholars in Public Schools is 2056, or 13 less than last year. In Private Schools, the attendance is given as 109, or 78 more than in the last return. In both Public and Private Schools, the total return is 2165, of whom 960 are boys, and 1205 girls. I am not yet able to explain with certainty the considerable preponderance of girls; but, as stated in last year's report, this is most likely due to the fact that more girls than boys are drawn from beyond the Province to our Hill Schools.

Grades of schools and stages of instruction.

168. There are now 9 High Schools in the Province against 8 last year, the Ayrcliff School at Simla having been raised a grade; and, of the remaining 24 Public Schools, 18 are Middle, and 6 Primary Schools. The number of scholars in the Secondary classes of Public Schools is 654, of whom 127 are at the High stage of instruction, and 527 at the Middle stage. As was to be expected, the number of boys at the High stage is a good deal more than the girls. At the Primary stage, there are 1402 scholars, of whom 560 are boys and 842 girls. The stages of progress in the Private Schools are not required in the returns, and are, consequently, not recorded.

Chap. VII, A, 166. Education of Europeans.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	3	2	1	...	5	4	1	...
	Aided — Middle	7	6	1	...	11	14	...	3	18	20	...	2
	Aided — Primary	2	3	...	1	3	3	...	...	5	6	...	1
	Aided — Total	11	11	...	...	17	19	...	2	28	30	...	2
	Unaided — Primary	...	...	...	...	1	...	1	...	1	...	1	...
	Unaided — Total	...	...	...	...	1	...	1	...	1	...	1	...
	Total Public Schools	13	13	...	...	20	21	...	1	33	34	...	1
	Private Schools	3	1	2	...	3	1	2	...	6	2	4	...
	Total Public and Private Schools	16	14	2	...	23	22	1	...	39	36	3	...
Number of Scholars in	Sanáwar Asylum	280	279	1	...	220	226	...	6	500	505	...	5
	Murree Asylum	94	99	...	5	80	77	3	...	174	176	...	2
	Aided Schools — High	191	199	...	8	147	110	37	...	338	309	29	...
	Aided Schools — Middle	262	210	52	...	608	698	...	90	870	908	...	38
	Aided Schools — Primary	75	93	...	18	86	78	8	...	161	171	...	10
	Aided Schools — Total	528	502	26	...	841	886	...	45	1,369	1,388	...	19
	Unaided Schools — Primary	...	...	...	...	13	...	13	...	13	...	13	...
	Unaided Schools — Total	...	...	...	...	13	...	13	...	13	...	13	...
	Total Public Schools	902	880	22	...	1,154	1,189	...	35	2,056	2,069	...	13
	Private Schools	58	21	37	...	51	10	41	...	109	31	78	...
	Total Public and Private Schools	960	901	59	...	1,205	1,199	6	...	2,165	2,100	65	...
Scholars in Public Schools in	High Stage	85	85	...	...	42	34	8	...	127	119	8	...
	Middle Stage	257	222	35	...	270	260	10	...	527	482	45	...
	Total Secondary Stage	342	307	35	...	312	294	18	...	654	601	53	...
	Upper Primary Stage	230	242	...	12	350	311	39	...	580	553	27	...
	Lower Primary Stage	330	331	...	1	492	584	...	92	822	915	...	93
	Total Primary Stage	560	573	...	13	842	895	...	53	1,402	1,468	...	66
	Total Secondary and Primary Stages	902	880	22	...	1,154	1,189	...	35	2,056	2,069	...	13

Chap. VII, A, 169.

Education of Europeans.

Expenditure.

169. The statement on the next page gives the total direct expenditure from different sources for the year, together with the number of scholarships current in the schools, and the amount spent thereon, which is reckoned as indirect expenditure. The total direct expenditure amounted to Rs. 1,69,380, or much the same as last year, of which Rs. 75,284 was contributed by Government, Rs. 62,242 from Fees, and Rs. 31,854 from the School Funds. Omitting the amount debited to the Military Asylums, or Rs. 35,691, the total expenditure on the ordinary schools will be found to have been Rs. 1,33,689, *forty-five* per cent. of which was met from Fees, *thirty-one* per cent. by Government, and *twenty-four* per cent. from the School Funds. The average cost of educating a scholar in the Government Schools was about Rs. 53-12 per annum; in the Aided Schools, it was Rs. 108-6.

Fees.

170. The income from Fees is returned at Rs. 62,242, or Rs. 1,496 less than last year. The fall was mainly in the Middle and Primary Schools, with a large compensating increase in the High Schools. The average annual fee in Aided Schools is about Rs. 44; in High Schools, it is Rs. 99.

Scholarships.

171. Thirty-nine Government Scholarships were current at the end of the year, being four more than last year, 24 being held in the Boys' Schools, and 15 in the Girls'. Three other scholarships were also current, making 42 scholarships in all, or an average of one in about every 15 of the scholars in the classes in which scholarships are tenable. The annual Scholarship Examination was held, as usual, in December, when the Bishop Cotton, Auckland House, and Christ Church Schools, Simla, and the Sanáwar Asylum, chiefly distinguished themselves. The first place in the examination for High School Scholarships was taken by the Christ Church School for Boys, and for Middle School Scholarships, by the Bishop Cotton School. The total expenditure on Scholarships for the year was Rs. 2,209, or Rs. 144 less than last year. The Government contribution was Rs. 2,029. These scholarships, it is believed, continue to exercise a very useful influence on the schools.

Examination results.

172. The table on page 85 gives the results of the University Entrance Examination and of the various Departmental Standard Examinations for the past year. In the Entrance Examination of the Calcutta University, 10 out of 16 passed, or 62 per cent., against 13 out of the same number of candidates last year. All the candidates belonged to the Bishop Cotton School, Simla, two being placed in the First Division. In the Final Standard Examination (equivalent to the Entrance), 21 out of 33 passed, or 63 per cent., compared with only 7 out of 23 in the previous year. The result for the boys was 16 passes out of 18, or 88 per cent.; for the girls, it was only 5 out of 15, or 33 per cent. Nine passed in the First Division, of whom only one was a girl. In the Middle Standard Examination, 36 out of 51 passed, or 70 per cent., the result for the girls being slightly more favourable than for the boys. In the Primary Standard Examination, 87 passed out of 134, or 64 per cent., the result for the boys being again much better than for the girls. The remaining returns given in the table are the results of the Inspector's annual examination of the schools. By the Seventh Standard, 97 out of 124 passed, or 78 per cent.; by the Fourth Standard, 172 out of 273, or 63 per cent.; and by the Second Standard, 179 out of 282, or 63 per cent. also. In the first two cases, the results were a good deal more favourable for the boys than for the girls; and, in the last, they were the same for both. Speaking of the work of the schools generally, the Inspector remarks that there is

CHAPTER VII.—EDUCATION OF SPECIAL CLASSES.

Chap. VII, A, 169.

Education of Europeans.

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Establishment and Contingencies.													
Sanáwar Asylum.	Imperial Revenues	14,320	14,562	...	242	6,983	7,439	...	456	21,303	22,001	...	698
	Fees	1,333	1,426	...	93	666	713	...	47	1,999	2,139	...	140
	Total ...	15,653	15,988	...	335	7,649	8,152	...	503	23,302	24,140	...	838
Murree Asylum.	Provincial Revenues	7,022	6,921	101	...	5,367	4,871	496	...	12,389	11,792	597	...
	Total ...	7,022	6,921	101	...	5,367	4,871	496	...	12,389	11,792	597	...
Aided High Schools.	Provincial Revenues	9,164	8,251	913	...	5,612	3,511	2,101	...	14,776	11,762	3,014	...
	Fees	18,213	20,109	...	1,896	15,274	8,944	6,330	...	33,487	29,053	4,434	...
	Other Sources ...	4,192	807	3,385	...	6,236	7,940	...	1,704	10,428	8,747	1,681	...
	Total ...	31,569	29,167	2,402	...	27,122	20,395	6,727	...	58,691	49,562	9,129	...
Aided Middle Schools.	Provincial Revenues	7,498	7,798	...	300	16,408	20,219	...	3,811	23,906	28,017	...	4,111
	Fees	7,308	7,066	242	...	16,468	22,258	...	5,790	23,776	29,324	...	5,548
	Other Sources ...	9,026	4,923	4,103	...	8,448	10,195	...	1,747	17,474	15,118	2,356	...
	Total ...	23,832	19,787	4,045	...	41,324	52,672	...	11,348	65,156	72,459	...	7,303
Aided Primary Schools.	Provincial Revenues	1,314	1,514	...	200	1,596	1,747	...	151	2,910	3,261	...	351
	Fees	865	1,224	...	359	2,043	1,998	45	...	2,908	3,222	...	314
	Other Sources ...	1,592	2,728	...	1136	2,312	1,688	624	...	3,904	4,416	...	512
	Total ...	3,771	5,466	...	1,695	5,951	5,433	518	...	9,722	10,899	...	1,177
Total Aided Schools.	Provincial Revenues	17,976	17,563	41	...	23,616	25,477	...	1,861	41,592	43,040	...	1,448
	Fees	26,386	28,399	...	2,013	33,785	33,200	585	...	60,171	61,599	...	1,428
	Other Sources ...	14,810	8,458	6,352	...	16,996	19,823	...	2,827	31,806	28,281	3,525	...
	Total ...	59,172	54,420	4,752	...	74,397	78,500	...	4,103	1,33,569	1,32,920	649	...
Unaided Primary Schools.	Fees	...	...	...	...	72	..	72	...	72	...	72	...
	Other Sources ...	...	...	...	...	48	...	48	...	48	...	48	...
	Total ...	...	...	...	...	120	...	120	...	120	...	120	...
Total Unaided Schools.	Fees	...	...	...	...	72	...	72	...	72	...	72	...
	Other Sources ...	...	...	...	...	48	..	48	...	48	...	48	...
	Total ...	...	...	...	...	120	...	120	...	120	...	120	...
Total Public Schools.	Imperial Revenues	14,320	14,562	...	242	6,983	7,439	...	456	21,303	22,001	...	698
	Provincial Revenues	24,998	24,484	514	...	28,983	30,348	...	1,365	53,981	54,832	...	851
	Fees	27,719	29,825	...	2,106	34,523	33,913	610	...	62,242	63,738	...	1,496
	Other Sources ...	14,810	8,458	6,352	...	17,044	19,823	...	2,779	31,854	28,281	3,573	...
	Total ...	81,847	77,329	4,518	...	87,533	91,523	...	3,990	1,69,380	1,68,852	528	...
Scholarships.													
Number of Government Scholarships ...		24	20	4	...	15	15	...	...	39	35	4	...
Number of other Scholarships ...		2	6	...	4	1	...	1	...	3	6	...	3
Expenditure from	Provincial Revenues	1,307	894	413	...	722	994	...	272	2,029	1,888	141	...
	Other Sources ...	130	465	...	335	50	...	50	...	180	465	...	285
	Total ...	1,437	1,359	78	...	772	994	...	222	2,209	2,353	...	144

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Entrance Examination—Boys ...			16	16	...	...	10	13	...	3	62·5	81·2	...	18·7
Final Standard Examination.	Boys		18	10	8	...	16	6	10	...	88·8	60·0	28·8	...
	Girls		15	13	2	...	5	1	4	...	23·3	7·6	25·7	...
Scholarship Examinations. Middle Standard Examination.	Boys	Sanáwar Asylum	10	6	4	...	7	4	3	...	70·0	66·7	3·3	...
		Murree Asylum	2	6	...	4	1	3	...	2	50·0	50·0	...	...
		Aided Schools ...	16	15	1	...	11	11	...	...	68·7	73·3	...	4·6
		Total ...	28	27	1	...	19	18	1	...	67·8	66·7	1·1	...
	Girls	Sanáwar Asylum	6	6	...	...	5	6	...	1	83·3	100·0	...	16·7
		Murree Asylum	3	...	3	...	...	...	...	...	...	...	...	...
		Aided Schools ...	14	16	...	2	12	14	...	2	85·7	87·5	...	1·8
		Total ...	23	22	1	...	17	20	...	3	73·9	90·9	...	17·0
Primary Standard Examination.	Boys	Sanáwar Asylum	12	...	12	...	12	...	12	...	100·0	...	100·0	...
		Murree Asylum	9	9	...	...	9	9	...	...	100·0	100·0	...	...
		Aided Schools ...	42	32	10	...	28	25	3	...	66·6	78·1	...	11·5
		Total ...	63	41	22	...	49	34	15	...	77·7	82·9	...	5·2
	Girls	Sanáwar Asylum	15	...	15	...	13	...	13	...	86·6	...	86·6	...
		Murree Asylum	10	1	9	...	6	1	5	...	60·0	100·0	...	40·0
		Aided Schools ...	46	29	17	...	19	17	2	...	41·3	58·6	...	17·3
		Total ...	71	30	41	...	38	18	20	...	53·5	60·0	...	6·5
Standard VII.	Boys	Sanáwar Asylum	15	7	8	...	15	4	11	...	100·0	57·1	42·9	...
		Murree Asylum	3	26	...	23	3	22	...	19	100·0	84·6	15·4	...
		Aided Schools ...	39	42	...	3	32	31	1	...	82·0	73·8	8·2	...
		Total ...	57	75	...	18	50	57	...	7	87·7	76·0	11·7	...
	Girls	Sanáwar Asylum	16	10	6	...	8	5	3	...	50·0	50·0	...	...
		Murree Asylum	7	6	1	...	7	5	2	...	100·0	83·3	16·7	...
		Aided Schools ...	44	40	4	...	32	35	...	3	72·7	87·5	...	14·8
		Total ...	67	56	11	...	47	45	2	...	70·1	80·4	...	10·3
Standard IV.	Boys	Sanáwar Asylum	35	32	3	...	26	18	8	...	74·2	56·2	18·0	...
		Murree Asylum	14	14	...	...	11	11	...	...	78·5	78·6	...	·1
		Aided Schools ...	71	66	5	...	48	37	11	...	67·6	56·0	11·6	...
		Total ...	120	112	8	...	85	66	19	...	70·8	58·9	11·9	...
	Girls	Sanáwar Asylum	26	19	7	...	12	13	...	1	46·1	68·4	...	22·3
		Murree Asylum	19	11	8	...	12	5	7	...	63·1	45·5	17·6	...
		Aided Schools ...	108	94	14	...	63	61	2	...	58·3	64·9	...	6·6
		Total ...	153	124	29	...	87	79	8	...	56·8	63·7	...	6·9
Standard II.	Boys	Sanáwar Asylum	38	38	...	...	35	30	5	...	92·1	78·9	13·2	...
		Murree Asylum	14	10	4	...	4	6	...	2	28·5	60·0	...	31·5
		Aided Schools ...	63	61	2	...	34	25	9	...	53·9	40·0	13·9	...
		Total ...	115	109	6	...	73	61	12	...	63·4	56·0	7·4	...
	Girls	Sanáwar Asylum	46	43	3	...	30	33	...	3	65·2	76·7	...	11·5
		Murree Asylum	11	13	...	2	7	7	...	...	63·6	53·8	9·8	...
		Aided Schools ...	110	115	...	5	69	62	7	...	62·7	53·9	8·8	...
		Total ...	167	171	...	4	106	102	4	...	63·4	59·5	3·9	...

Chap. VII, A, 173. Education of Europeans.

continued improvement in the Boys' Schools, and that the girls maintain, on the whole, a higher standard of success than the boys.

Boarding arrangements.

173. Most of the schools are Boarding as well as Day Schools; and the arrangements for the health, comfort, and supervision of the boarders are, as a rule, very satisfactory. In some of the Hill Schools they are about all that could be desired. "All Boarding Schools," Mr. Lewis observes, "are regularly inspected by the local Civil Surgeons as well as by the Inspector of Schools. As a rule, now, there remain only slight defects to which it is necessary to call attention from year to year; and the arrangements made may be pronounced to be generally excellent as regards cleanliness and comfort, while sanitary requirements are readily attended to." In the Lawrence Asylums, and the Mayo Industrial School, Simla, Domestic and Industrial training receive the attention they deserve; and there seems to be more and more an inclination to give effect to the system of 'self-help' in other schools. The want of a Boys' Boarding School in the hills for the children of civilian parents able to pay only small fees, and for the wards of charitable societies, continues to be much felt.

Discipline and conduct.

174. The discipline of the schools seems to be well maintained, and the tone to be generally good. The Inspector refers again to "a tendency here and there to copy when under examination, a fault which it is difficult to eradicate, although it is visited both on the delinquent and the school." It is a fault which demands the serious attention of the teachers. The moral instruction of the children receives everywhere due attention.

General progress.

175. In numbers there was a slight rise, and the examination results were, on the whole, a decided improvement on those of the previous year; but the remarks of the Inspector will best represent the kind and degree of the progress that is being made. "My experience," he says, "convinces me that there is a genuine desire to overcome the defects, and make up the deficiencies noted by the Inspector in his annual reports. The schools are thus easily led in the path of progress, which the Inspector marks out for them; and, without requiring an impossible amount of improvement all at once, he has it well within his power to effect very favourably the standard of attainment in the schools. There has been, during the last three years, a sensible approximation to the degree of thoroughness which I have set up as a standard. The fact is but a testimony to the general fitness of the teachers for their work; and, as a general rule, I find them well chosen for efficiency and moral power; while, in some important cases, there is an added enthusiasm, which is particularly pleasing to notice and to record." The Pupil Teacher system, referred to in a previous report, has not yet been adopted in more than three schools, in which, however, it has proved a distinct success.

Lawrence Asylum, Sanáwar.

176. The special report of the Inspector of European Schools on the Lawrence Military Asylum, Sanáwar; which was submitted to Government in September last, was, on the whole, very favourable. At the end of the year, there were 500 on the rolls—280 boys, and 220 girls—or five less than last year. The work of the Infant Department suffered somewhat from want of room owing to the building operations going on, and from a provisional change in the organization of that department; but its appearance was yet, on the whole, satisfactory. In the higher departments, pains had been taken to remove the defects pointed out in the previous year; and the Inspector noticed marked improvement. In the Middle Standard Examination, 7 out of 10 passed on the Boys' side, and 5 out of 6 on the Girls'; and in the

Primary Standard Examination, all the 12 candidates passed on the Boys' side, and 13 out of 15 on the Girls'. The success of this institution in the competition for scholarships has already been referred to. The conduct of the children was excellent. Much attention is given to the industrial, domestic, and physical training of the children; and the musical drill of the girls is a sight worth seeing. The health report for the year was highly satisfactory. The new barracks were all occupied shortly after the close of the official year; and it is believed that the excellent accommodation now available will affect favourably the Asylum all round.

Chap. VII. A, 177.

Education of Europeans.

177. The number on the rolls of the Lawrence Memorial Asylum, Murree, at the end of the year, was 174 (94 boys, and 80 girls), or two less than last year. The Inspector was more satisfied with the instructional condition of the classes than in the previous year. The too rapid promotion of the boys in the higher classes, to which attention was drawn last year, had not been repeated, with the result of improved examination returns. The handwriting of the boys and the needlework of the girls are again highly commended. In the Final Standard Examination, 4 out of 6 boys passed, and 1 out of 4 girls. In the Middle Standard Examination, 3 boys and 2 girls were candidates, of whom only 1 boy passed; but in the Primary Standard Examination, all the 9 boy candidates passed, and 6 out of 10 girls. Drawing was added to the curriculum during the year; and the carpenter's workshop for the boys has been re-opened. The boys are drilled as volunteers; and the domestic training of the girls extends to every household duty. The health of the children appears to have been very good; and the organization, discipline, and management of the institution continue highly satisfactory.

Lawrence Asylum, Murree.

178. The Inspector, by addressing the Managers of Private Schools direct, which is plainly the right method to follow in such a case, was able to obtain returns from a few known schools which were refused last year. The figures in the table at the beginning of this Chapter, with 6 Private Schools and 109 scholars, are, therefore, more complete than those in the last report. There are still, however, other small schools of this class, in Simla and elsewhere, the statistics of which have not yet been obtained; and Mr. Lewis hopes, by putting more generally into practice the plan adopted this year, to secure practically full returns in the future. These Private Schools are generally for the children of parents of good social position, and meet an important and yearly increasing want.

Private Schools.

SECTION B.—MUHAMMADAN EDUCATION.

179. The table on the next page gives the number of Muhammadans attending the various educational institutions in the Province at the end of the year. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Comparative table.

180. The total number of Muhammadans under instruction rose during the year from 127,352 to 131,764, or by a little more than the decline last year. On the side of the males, there was a rise in the Public Schools of 1669, and in the Private Schools of 1854, or of 3523 in all. On the side of the females, there was a slight fall of 50 in the Public Schools, with a rise in the Private Schools of 939, making an increase, on the whole, of 889. About one-half of the total rise was in the Ráwalpindi Circle, about one-fourth in the Deraját Circle, and about one-eighth in the Lahore Circle. The number of Muhammadan boys in attendance on schools of all kinds is 12·37 per cent. of the number of a school-going age, compared with 15·26 per cent.

Numbers and comparisons.

Chap. VII. B, 179. Muhammadan Education.

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDÚS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindús.				Sikhs.			
	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	130	105	25	...	569	409	160	...	68	59	9	...
Oriental College	41	40	1	...	24	21	3	...	8	11	...	3
Medical College	35	25	10	...	130	104	26	...	11	14	...	3
In Secondary Stage. Anglo-Vernacular	2,803	2,783	20	...	6,059	5,800	259	...	925	1,013	...	88
In Secondary Stage. Vernacular ...	1,334	1,364	...	30	2,247	2,163	84	...	580	563	17	...
In Primary Stage	49,001	47,325	1,676	...	60,083	57,335	2,748	...	12,277	12,193	84	...
In Training Schools	99	124	...	25	153	178	...	25	25	19	6	...
In School of Art	65	59	6	...	32	21	11	...	41	38	3	...
In Law School	22	15	7	...	130	62	68	...	15	7	8	...
In Medical School	84	68	16	...	158	137	21	...	40	30	10	...
In Industrial Schools	243	277	...	34	85	84	1	...	94	105	...	11
In Other Special Schools ...	64	67	...	3	13	12	1	...	7	10	...	3
Total Public Institutions ...	53,921	52,252	1,669	...	69,683	66,326	3,357	...	14,091	14,062	29	...
Scholars at Private Schools ...	61,317	59,463	1,854	...	26,481	25,118	1,363	..	5,425	5,770	...	345
Total Scholars at Institutions of all kinds	115,238	111,715	3,523	...	96,164	91,444	4,720	...	19,516	19,832	...	316
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·30	·30	...	...	·96	·92	·04	...	·78	·86	...	·08
Scholars attending Public Institutions	5·78	5·61	·17	...	11·05	10·53	·52	...	11·98	11·96	·02	...
Scholars attending Institutions of all kinds	12·37	11·99	·38	...	15·26	14·51	·75	...	16·60	16·87	...	·27
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	2	4	...	2	2	1	1	...	...	...	...	...
In Secondary Stage. Vernacular ...	39	32	7	...	36	25	11	...	9	11	...	2
In Primary Stage	4,257	4,312	...	55	5,071	4,677	394	...	1,662	1,522	140	...
Total Public Schools ...	4,298	4,348	...	50	5,109	4,703	406	...	1,671	1,533	138	...
Scholars at Private Schools ...	12,228	11,289	939	...	1,480	883	597	...	215	150	65	...
Total Scholars at Institutions of all kinds	16,526	15,637	889	...	6,589	5,586	1,003	...	1,886	1,683	203	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·52	·53	...	·1	·96	·88	·08	...	1·83	1·69	·14	...
Scholars attending Schools of all kinds	2·03	1·92	·11	...	1·24	1·05	·19	...	2·07	1·85	·22	...

in the case of Hindús, and 16·6 per cent. in the case of Sikhs. In schools for girls, the percentage is 2·03 for Muhammadans, 1·24 for Hindús, and 2·07 for Sikhs. Taking attendance on Public Schools as the most reliable test of educational progress, it will be found that whilst not more than 1 in 17 Muhammadan boys attend school, and 1 in 192 girls, the corresponding proportion for Hindús is 1 in 9 for boys, and 1 in 104 for girls, and for Sikhs, 1 in less than 9 for boys, and 1 in 54 for girls. Though an advance is gradually being made, the Muhammadan community is still a good way behind in the race, in this respect. Chap. VII, B, 181. Muhammadan Education.

181. That the progress made is of the best kind will be seen from the following facts. In the ordinary Primary Schools there was an increase during the year of 1676 Muhammadan pupils. There was but a slight rise in the Secondary Schools on the Anglo-Vernacular side; but, in the Arts Colleges, and the Medical College and School, there was a marked advance. In the last M. A. Examination, 3 of the successful candidates were Muhammadans, one of whom took the highest place in English. In the B. A. Examination, 18 Muhammadans passed with two of the first six places, against 12 last year; and of the five who were successful in the B. O. L. Examination, two were Muhammadans. In the Intermediate (Arts) Examination, 32 Muhammadans passed, compared with 22 last year; and of the three Intermediate (Oriental) passes, one was a Muhammadan, bracketed with another first. Evidence of progress.

182. Of the Jubilee Scholarships founded in 1887 for the special encouragement of Muhammadan Education, 209 were current at the end of the year—11 in Primary Schools, 123 in Middle Schools, 58 in High Schools, and 17 in Colleges,—in all 12 more than last year. The schools for the special benefit of Muhammadan children remain as last year, with the addition of one opened in Gujránwála under the auspices of the Anjuman-i-Himáyat-i-Islám. In Delhi, the Anglo-Arabic School, maintained on the income of the Itmád-ud-daula Fund, continues to be one of the best of its kind in the Province. The Shurfá-i-Hind School, also in Delhi, and supported by Sháhzáda Suraya Jah, though no fees are charged, cannot be said to be prospering. The Haqqání Schools in Ludhiána—one of the Middle and another of the Primary grade—are doing fairly well. In the Lahore Circle, the Islámiya Schools at Amritsar and Lahore, to the latter of which a College is now attached, continue to prosper; and the new Primary School at Gujránwála had opened with about 90 scholars. In the Ráwalpindi Circle, there are six schools of this kind—three in Pesháwar, one at Abbottábád, one in the city of Gujrát, and one at Jalálpur Jattán in the Gujrát District. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán appear to have improved during the year. Special encouragement.

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

183. The Aitchison College, for the education of the Native Chiefs and gentry of the Province, continues to supply a manifest want. That it does not yet attract all for whom it was intended, is owing, I believe, mainly to the novelty of the idea of a Public School, and to circumstances which specially attach youths in this country to their homes. But it is steadily coming into favour with all acquainted with its management, and able to appreciate its aims. Aitchison College.

184. The number on the rolls fell during the year from 78 to 71, owing chiefly to the occurrence of an incident, which Number of scholars.

Chap. VII, C, 185. Education of Native Chiefs, &c.

had to be sharply dealt with. Of this number, 6 attended the Lahore Government College—4 in the Intermediate and 2 in the B. A. Classes; and of the remainder, 14 belonged to the High Department, 21 to the Middle, and 30 to the Primary. The fall was mostly in the Middle Department.

Condition of the classes.

185. The Inspector of Schools reported, on the whole, favourably of the classes. Arithmetic was weak in the Middle Department, and English Grammar and Euclid in the High; but, otherwise, the appearance was satisfactory. The results of the various examinations were very good. One student appeared in the Intermediate Examination, and passed. For the Entrance Examination, 7 went up, and all passed in the Second Division. Seven also appeared in the Middle School Examination, and all passed. In the Upper Primary Examination, 7 passed out of 9; and, in the Lower Primary, all the five candidates passed. There was no Infant Class; but the lower parts of such an institution are naturally the most difficult to recruit. The supervision and physical training of the boys are all that could be desired; and the Governor speaks in praise of their good conduct.

Sons of gentlemen of rank.

186. The progress of education in India is, as has often been remarked, not a filtration downwards, but a slow growth upwards; and, in the Punjab, the degree to which the gentlemen of rank are gradually taking to education becomes more and more apparent every year. In the Delhi Circle, of 27 boys of family rank, and of a school-going age, 9 attend the Aitchison College, 8 attend the ordinary Schools, 7 are being educated privately, and 3 receive no instruction. The Rohtak and Hissár Districts return no youths of this class. The Jullundur Circle gives 113 boys of high rank, and fit for school, of whom 11 attend the Aitchison College, 74 are reading in Public Schools, 23 are under private tuition, one attends a Sanskrit School, and 4 have finished their education at the Upper Primary Standard. The above include the sons of the Jágírdár Rájas of Kángra, of the Sodhís and Bedís of Anandpur, Buttar, and Una, of the members of the ex-Royal Family of Kábul, and the Sardárs of Malaudh, Bír, Kathgarh, Mukerián, &c. The Lahore Circle returns 86 boys of this class, of whom 16 were already in the Aitchison College, and one was about to join, 3 were in Arts Colleges, 2 in the Medical College, 61 at the ordinary Public Schools, and 3 under private instruction. In the Ráwalpindi Circle, 152 only are this year returned, owing to a stricter interpretation of the meaning of "gentlemen of rank," of whom 6 attend the Aitchison College, 107 sons of Nawábs, Sardárs, Maliks, Díwáns, and Kháns attend the ordinary Schools, 2 read in Indigenous Schools, 17 are under private tuition, and 20 seem to receive no education. The Deraját Circle returns 150 sons of gentlemen of position fit for school, of whom 3 read in the Aitchison College, 108 attend the ordinary Public Schools, 7 are at Private Institutions, 21 receive private instruction, and 11 are in receipt of no education. Out of a total of 528, only 34, or a little over 6 per cent., are said to receive no instruction, which, if correct, is a very satisfactory state of things.

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for low castes.

187. Special schools exist for the education of low-caste children in the Delhi, Lahore, and Ráwalpindi Circles only; but, as observed in previous reports, no child of any caste is debarred from attending the ordinary Public Schools. Occasionally, Inspectors are asked to say whether a Sweeper or Mazhabí boy should be excluded from a school; but the principle of all schools, supported from Public Fund, being free to all is

strictly maintained. Such boys are not allowed to sit on the same bench or carpet with those of the higher castes; but they still frequently attend, sometimes taking a good place; and it is not unusual now to find both Hindú and Musalmán boys attending the special schools for this class of the people regardless of caste. The Jullundur Inspector records the case of a Rámdásia boy having passed the last Middle School Examination in the Vernacular.

Baptist and S. P. G. Mission Schools.

188. The schools of this class in the Delhi Circle are those maintained by the Baptist and S. P. G. Missions. There are now 33 schools, with 692 scholars, against 17 schools and 383 scholars last year. Of the schools, 23 are in the Delhi city and district; 5 are in the Gurgáon District, 3 in the Kharar Tahsíl of the Umballa District, and 2 in Simla, most of which were examined for grants on the terms of Indigenous Schools. Facilities are still afforded in the Sháhjahánpur School, Gurgáon District, for the education of *Mína* boys, in the shape of a capitation grant to the teachers and small rewards to the boys; but the number of these boys in the school is declining.

Schools in the Amritsar, Gurdáspur, and Gujránwála Districts.

189. In the Lahore Circle, there are 42 schools of this class, attended by 551 scholars, against 32 schools and 365 scholars last year. Five of the schools are in the Amritsar District, with 141 scholars; nine, including two schools for girls, are in the Gurdáspur District, with 121 scholars; and 28 schools in the Gujránwála District, with 289 scholars. Most of these schools are in receipt of grants under the rules for Indigenous Schools. They are maintained by the Church Mission and American Mission Societies.

Schools in the Siálkot and Ráwalpindi Districts.

190. In the Ráwalpindi Circle, the schools of this class are chiefly in the Siálkot District. The school at Sarái Pakka in the Ráwalpindi District, established for the sake of Mazhabí children, still exists; but the number of such children has declined. In the Siálkot District, there are 20 of these schools, with 453 scholars, compared with 22 schools and 480 scholars last year. One is a Secondary School, namely, the Christian Training Institute at Siálkot, with 104 scholars. It sent up 12 candidates to the last Middle School Examination, of whom 10 passed. It is, at present, returned as a Vernacular School. The remaining 19 schools, including 3 specially for Sánsí boys, were all examined for grants under the Indigenous School rules. These schools are all supported by Missionary Societies,—12 by the Nárowál Branch of the Church Mission Society, 6 by the American United Presbyterian Mission, and 2 by the Scotch Mission. The Inspector reports that 178 low-caste children attend other elementary schools in the Siálkot District.

Chapter VIII, 191.
Private Schools.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras.
Definition and classification	191	Schools examined for grants	194
Statistics	192	Analysis of the figures	195
Analysis of the returns	193	Importance of these schools	196

Definition and classification.

191. Schools which do not conform to any of the departmental standards are classed as *Private Schools*. These are chiefly Indigenous Schools, conducted according to Native methods; but they also include an increasing number of Elementary Vernacular Schools established for low-caste children, and what are called Venture Schools, opened by private persons, partly to meet the increasing demand for education, but mostly as a means of earning a living. The Indigenous Schools are either Advanced Schools, in which instruction is given in one or more of the Oriental Classical Languages; Elementary Schools, in which the instruction is mainly confined to a Vernacular Language or the Native method of Accounts; and Schools which teach religious books by rote, including, in the Punjab, chiefly Qurán Schools. The Department offers grants to all Private Schools, on easy terms, for attainments in any one of the more useful Elementary Subjects.

Number of schools and scholars.

192. The following table gives the number of Private Schools of different kinds for Native children in the Province, and the number attending them for the last two years. The return of Private Schools for European children is given in the previous Chapter:—

	Number of Schools.				Number of Scholars.			
	1893-94.	1892-93.	Increase.	Decrease.	1893-94.	1892-93.	Increase.	Decrease.
Arabic and Persian Schools ...	466	555	...	89	6,224	6,012	212	...
Sanskrit Schools	119	105	14	...	1,733	1,665	68	...
Mahájaní Schools ... For Boys ...	272	288	...	16	9,054	8,775	289	...
Mahájaní Schools ... For Girls ...	1	...	1	...	9	...	9	...
Indigenous Vernacular Schools. For Boys ...	1,178	1,171	7	...	23,788	24,932	...	1,144
Indigenous Vernacular Schools. For Girls ...	58	54	4	...	1,045	953	92	...
Schools teaching religious books by rote. For Boys ...	3,410	3,341	69	...	40,711	38,374	2,337	...
Schools teaching religious books by rote. For Girls ...	933	949	...	16	11,440	10,727	713	...
Other Schools ... For Boys ...	412	350	62	...	13,567	12,108	1,459	...
Other Schools ... For Girls ...	28	21	7	...	1,537	827	710	...
Total ... For Boys ...	5,857	5,810	47	...	95,087	91,866	3,221	...
Total ... For Girls ...	1,020	1,024	...	4	14,031	12,507	1,524	...
Grand Total for Boys and Girls ...	6,877	6,834	43	...	109,118	104,373	4,745	...

Analysis of the returns.

193. There is a rise of 43 in the number of schools and of 4745 in the number of scholars. There was a fall of 89 in the number of Arabic and Persian Schools, and of 16 each in Mahájaní and Rote Schools; but this decline did not affect the attendance. The number in attendance on the Indigenous Vernacular Schools declined considerably in the Lahore and Ráwalpindi Circles; but this fall is more than compensated for by an increase under all the other heads. The increase in 'Other

Schools' indicates the rise of the new type of Elementary Vernacular Schools referred to above. The total number of Private Schools now returned is 6877, with 109,118 scholars, of which 5857 are for boys, with 95,087 scholars, and 1020 for girls, with 14,031 scholars. It may be observed that 42 per cent. of the boys and 81 per cent. of the girls belong to the Rote Schools, in which no useful secular instruction is given. A recommendation was made by the last Educational Conference that the statistics of Private Schools for girls in the villages, as well as for boys, should be collected by the Patwáris; and this has been referred to the Financial Commissioners.

194. It has been noticed that the Department offers grants to Private Schools for attainments in the useful subjects of elementary secular instruction; and the effect of this is an annual substantial increase to the number of such schools influenced by the Department, and becoming of use to the public. The schools which lend themselves to this are the Indigenous Vernacular and 'Other Schools;' and the following statement will show the number of each examined for grants during the past year, the number of scholars attending them, the number of passes by the various simple standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

Schools examined for grants.

		1893-94.	1892-93.	Increase.	Decrease.
Number of Institutions	Indigenous Vernacular Schools	328	330	...	2
	Other Schools	353	321	32	...
	Total	681	651	30	...
Number of Scholars	Indigenous Schools	13,104	12,485	619	...
	Other Schools	12,742	12,032	710	...
	Total	25,846	24,517	1,329	...
Number of Passes by	First Standard	3,690	3,565	125	...
	Second „	2,596	2,558	38	...
	Third „	1,818	1,483	335	...
	Fourth „	1,121	942	179	...
	Fifth „	580	368	212	...
	All Standards	9,805	8,916	889	...
		Rs.	Rs.	Rs.	Rs.
Amount of Grants earned	Attendance Grants	8,360	8,204	156	...
	Instruction Grants	19,924	19,183	741	...
	Staff Grants	12,991	12,667	324	...
	Total Grants	41,275	40,054	1,221	...

195. There is an increase of 30 in the number of schools examined, and of 1329 in the number of scholars. The rise was again chiefly in the Ráwalpindi Circle, with 12 more schools, and 1099 more scholars. In the Delhi Circle, there were 11 more schools, with 248 more scholars; in the Deraját Circle, 5 more schools, with 207 more scholars; in the Lahore Circle, 3 more schools, with 146 more scholars; and in the Jullundur Circle, there was a decline both in schools and scholars. The Deraját Circle has yet no Venture Schools; nor have five Districts in the Delhi Circle, three in the Ráwalpindi Circle, and two in the Lahore Circle, the Ráwalpindi Inspector explaining that the 12 Venture Schools returned last year for the Jhelum District, having adopted the ordinary scheme of studies, had this year been returned as Public Schools. Some Indigenous Schools had also been classed this year as 'Other Schools,' which will

Analysis of the figures.

Chapter VIII, Private Schools. 196. account for the slight decline in schools, though not in scholars, under the former head. The whole number of Private Schools examined for grants during the past year was 681, with 25,846 scholars. The examination results were throughout an improvement on those of the previous year, especially in the Third and Fifth Standards; and the grants earned amounted to Rs. 41,275, or an average of about Re. 1-9-0 per annum, for each scholar on the rolls, compared with Rs. 4-12 in the ordinary Vernacular Primary Schools.

Importance of these schools, &c. 196. In several parts of the Province, it is mainly by means of these Private Schools that popular education in the villages can be advanced any further, as the public funds available for this purpose are already fully absorbed; and they have everywhere become an important factor in the departmental system. In some of them, boys and girls are taught together; and the Lahore Inspector reports regarding a large Boys' School, in the Jhang District, that it is conducted by a woman. Much difficulty is often experienced in awarding Attendance Grants to these schools, as the Registers are not reliable. The matter was considered at the last Educational Conference, when it was decided that such grants should not be paid in cases where there is reason to suspect the record of attendances. The extra charge on account of these schools has become considerable, especially in the Siálkot, Hoshiárpur, Jullundur, and Gujrát Districts; and, in a few cases, the means to meet the extra liability have with difficulty been found. It is a departmental rule that, when Local Funds are clearly not sufficient for this purpose, these may be supplemented by contributions from Provincial Revenues; and applications were made, during the past year, in this behalf. It may, however, be observed, that any claim on the Provincial Revenues in this connection would naturally come after the reduction of all unnecessary expenditure on Secondary Education, and on useless or superfluous schools. Local Bodies have besides the power, as explained last year, to alter the grant rates fixed for these schools; and Inspecting Officers may be expected, during the next few years, to be more exacting both as to conditions and standards.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

	Paras.		Paras.
The Chief Agencies	197	Mufíd-i-'Am Press	203
Report of the Text-Book Committee	198	Report of the Registrar, Education Department	204
Work done by the Committee ...	199	Secretariat Books' Account ...	205
Encouragement of Literature ...	200	Government share in the copy-right text-books	206
Help rendered to the Department ...	201		
Translating Staff	202		

Chief Agencies.

197. The chief agencies for the preparation and distribution of the books, maps, &c., required by the Department, are, as previously, the Text-Book Committee, the Translating Staff attached to the Central Training College, and the Mufíd-i-'Am Press, Lahore. The Text-Book Committee decides on the books and appliances required, and arranges for their preparation; the Translating Staff reviews, revises, corrects, or translates the books, &c., as may be necessary; and the Mufíd-i-'Am Press prints the books and maps when finally approved, and distributes them to the schools. I referred, in last year's report, to the supply of apparatus for the teaching of Physical Science from the work-shop opened in Lahore in connection with the Punjab Science Institute, and to the advantage likely to be derived therefrom. That useful enterprise is still being carried on with distinct benefit to the schools; but, from some of the articles supplied, and which were shown to me when on tour, it is clear that more supervision and scrutiny of the work will be necessary if the experiment is to be a complete success.

Report of the Text-Book Committee.

198. The report on the operations of the Text-Book Committee for the past year, with appendices showing the books considered and approved during the year, the text-books and other works completed or in course of preparation, the books recommended for School Libraries, and the additions made to the Committee's Library of Reference, is printed as Appendix K.

Work done by the Committee.

199. It appears from the report that twenty-eight meetings in all were held during the year—six of the General Committee, and twenty-two of the various Sub-Committees; and, as usual, a great amount of useful work was done. Seven new text-books were completed and approved; eight others were revised and sent to the press; and some 12 others were considered, besides as many as 162 books of one kind or another which had been submitted for patronage. The English Sub-Committee was mainly occupied with the revision of the Punjab Series of English Readers, the preparation of a Manual on the method of teaching English, and the question of how to secure better printing, and appropriate and well executed illustrations, for the English Readers. The Technical Sub-Committee dealt chiefly with the revision of the Vernacular text-books in Euclid and Algebra, the provision of Notes for the Object Lessons prescribed for Primary Schools, and the means of producing locally suitable illustrations for Vernacular text-books. The History and Geography Sub-Committee had still in hand the preparation of the new Series of Geographical Readers and of the Pictorial Charts, and took steps to improve the quality of the departmental Maps. The Language Sub-Committees also did a good deal of work, chiefly in revision and translation, the new Persian Grammar for Middle

Chapter IX, 200. Preparation and Distribution of Text-Books.

Schools, and Urdú and Hindí Copy-Slips being specially deserving of mention. The Library Sub-Committee selected books for translation into the Vernacular, recommended a further list of books of a healthy tone suitable for School Libraries, and added 1594 volumes to the Reference Library, together with a large number of Maps, Charts, and educational appliances, mostly the gift of the English Publishers who had stock on view at the recent Punjab Exhibition, to whom the Department has expressed its indebtedness.

Encouragement of Literature.

200. Of the 162 books submitted for patronage, 72 were approved, and made use of by the Committee. The quality of the Vernacular books continues to improve. The grant of Rs. 3,000 for the supply of useful books to the schools was, owing to financial pressure, reduced to Rs. 1,500, out of which over sixteen hundred books, chiefly Vernacular, were distributed to the schools. During the year, the Committee took a further step with a view to furthering the development of Vernacular literature, by adopting a scheme according to which five selected books of different kinds will annually be translated into Urdú by the best writers available, and published at the expense of the Committee.

Help rendered to the Department.

201. The Committee was reconstituted during the year, under the regulation according to which members hold office for two years only. The members, as a rule, take an active part in the work; and I have again to express the obligations of the Department to the Committee, and to a few very active members in particular, for their helpful co-operation in all matters referred to them. The office of Secretary was held throughout the year by Mr. J. C. Oman, to whom I am much indebted for the care and thoroughness with which he conducts the business of the Committee.

Work done by the Translating Staff.

202. The Translating Staff consists of the First and Second Assistant Masters of the Central Training College, part of whose time is given to teaching, and part to translating, reviewing, revising, and correcting work. During the past year, besides translating all the Departmental Circulars and several lesson sheets, they revised and corrected the Geographical Reader for the Second Primary Class, the translation of Fitch's Lectures on Education, the Makhzan-i-Nasáyih, the Qá'ida Muhammadí, and the Urdú and Persian Qá'idas, reported on the existing books in Arithmetic for Vernacular Schools, and reviewed ten books for the Text-Book Committee. The bulk of this work was done by Lála Súraj Naráyan, since transferred to Delhi, and Pandit Iqbál Kishan, M.A.

Mufíd-i-'Am Press.

203. The work of the Mufíd-i-'Am Press, in the printing and distribution of text-books, maps, &c., continues satisfactory. There have been a few complaints regarding maps; but these were sufficiently accounted for. The supply of books continues to be well maintained; and the improved style of Vernacular printing prescribed is fully kept up. During the year, as many as sixty-eight different text-books or editions were printed, with an aggregate of over half a million copies. That Munshí Guláb Singh and Sons should manage such a large business with a promptitude and efficiency that all but shuts out complaints is highly creditable to them.

Report of the Registrar, Education Department.

204. The report of the Registrar, Education Department, dealing with the sale of Secretariat books in the hands of Munshí Guláb Singh and Sons, and with the Government share on account of copy-right text-books published during the year, is printed as Appendix L.

Secretariat Books' Account.

205. The account of the Secretariat books on commission sale shows Rs. 446-6-5 as paid into the Treasury during the year on account of books sold, with books to the value of Rs. 999-1-10 in the hands of the Contractors on the 31st of March last.

Government share in the copy-right text-books.

206. The arrangement with the Mufíd-i-'Am Press secures to Government 10 per cent. of the price of the books sold; and this is made over to the Text-Book Committee as the means available for carrying out the objects of that body. At the beginning of the year, there was a balance due by the Contractors of Rs. 4,786-0-10. The amount due on account of books published during the year under report is given at Rs. 9,364-8-7, making a total of Rs. 14,150-9-5 to be accounted for. The payments made during the year amounted to Rs. 9,297-5-7, leaving a balance against the Contractors of Rs. 4,853-3-10, chiefly on account of books published, but not yet stamped for issue. The income of the Text-Book Committee may be reckoned at over Rs. 9,000 a year, which, as yet, has been fully, as well as carefully, utilized.

J. SIME,

Director of Public Instruction, Punjab.

APPENDIX A.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1893-94.

Staff.

The staff of the College on the 31st March, 1894, was the same as on the 31st March, 1893, *viz.* :—

1. W. Bell, Esquire, M. A., Principal and Professor of English ;
2. P. G. Dallinger, Esquire, M. A., Professor of History ;
3. B. G. Ussher, Esquire, M. A., Professor of Philosophy ;
4. J. C. Oman, Esquire, Professor of Science ;
5. Bábú Sashí Bhushan Mukarjí, M. A., B. L., Professor of Mathematics ;
6. Lála Umráo Singh, M. A., Assistant Professor of History, &c.;
7. Golak Náth Chattarji, Esquire, B. A., Assistant Professor of Mathematics ;
8. Lála Ruchí Rám, M. A., Assistant Professor of Science.

Changes in the staff.

2. There was no change at all in the staff of the College during the year under report, and the year was thus one of uninterrupted work, giving both teachers and students an opportunity to do themselves full justice.

Number and distribution of students on 31st March, 1894.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1894, and compares the figures with those of the previous year :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate Class	First Year ...	54	34	20	...
	Second Year ...	36	34	2	...
B. A. Class	Third Year ...	28	46	...	18
	Fourth Year ...	65	43	22	...
M. A. Class		16	14	2	...
	Total	199	171	28	...

The above statement shows an increase of 28 over last year. There is a rise in each class except the Third Year, which fell owing to the opening of B. A. Classes in the Daya Nand Anglo-Vedic College, and the levying of the maximum fee in this College. Since the close of the year under report, however, this class has risen to 40 as a Fourth Year Class, and the total number now on the Rolls is over 260.

The average number on the Rolls during the year was 188, and the average daily attendance 169, the corresponding figures for the last year being 165 and 147, respectively.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1893-94, and compares these items with those for 1892-93 :—

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	41,189	35,908	5,281	...
Fees	15,725	13,507	2,218	...
Total	56,914	49,415	7,499	...

The increase in expenditure is due to increase in the pay of officers of the College. The fees exceed the Budget Estimate by Rs. 3,725.

Appendix A.

Report on the Government College, Lahore.

Expenditure on Scholarships.

5. The following is the statement of expenditure on Scholarships for 1893-94 and for 1892-93 :—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,339	3,316	23	...
	University Funds	3,461	2,864	597	...
	Other sources	...	287	...	287
	Total	6,800	6,467	333	...
Number of holders of	Government and University Open Scholarships	34	27	7	...
	Jubilee Scholarships	2	1	1	...
	Zamíndárí Scholarships	1	2	...	1
	Other Scholarships	...	2	...	2
	Total	37	32	5	...

The amount contributed by the University exceeds last year's contribution owing to Albert Victor Scholarships having been held by students of this College.

During the year the following additional sums were contributed as scholarships :—

	Rs.	A.
By Ferozepore Municipality	120	0
„ Jhang „	100	0
„ Jagádhrí „	52	2
„ Amritsar „	245	0
„ Anjuman-i-Islámiya, Amritsar	330	0
Total ...	847	2

Results of Examinations.

6. The following table gives the results of the various Arts Examinations held in 1893-94 as compared with 1892-93 :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	35	35	...	...
	Passes ...	23	25	...	2
B. A., Calcutta	Candidates ...	2	...	2	...
	Passes ...	1	...	1	...
B. A., Punjab	Candidates ...	62	42	20	...
	Passes ...	44	16	28	...
M. A., Punjab	Candidates ...	14	8	6	...
	Passes ...	8	5	3	...
Total ...	Candidates ...	113	85	28	...
	Passes ...	76	46	30	...

From the above statement it appears that the number of candidates has risen from 85 to 113, and the number of passes from 46 to 76. For each separate examination the number of candidates has risen, except in the Intermediate Examination, where the number remains the same. It will be noticed that, while the number of candidates has risen only 32 per cent., the number of passes has increased by 65 per cent. over last year. In all the examinations, the first place has been taken by students of this College; and, with a few exceptions, the first place in each of the subjects of examination, as well as the scholarships, medals, and other rewards.

The M. A. Examination.

For the M. A. Examination 14 candidates were sent up—9 in English, 2 in History, 1 in Philosophy, and 2 in Physics. Of these 5 failed in English and 1 in Philosophy; the latter was a failure of the last year, and did very creditably in the examination, while the former were all Third Class B. As., with the exception of one, who failed by one mark only. The results in English are still under consideration; but, taking them as they stand, they merely show that inferior graduates cannot expect success in this

Honours Examination, if they devote only one year to the course, especially if they read Law at the same time. At the present moment there are 26 men reading for the M. A. Degree, mostly in English : many of these did not distinguish themselves in the B. A. Examination ; most of them are reading Law, and all of them mean to try the Examination in 1895! I believe that, under the pressure of competition, the M. A. Examination will gradually lose its select character, the average of successful candidates assimilating itself more and more to that of the B. A. Examination. This is no matter for regret. At the same time, it may be noted that most of the failures in English this year were for a few marks only, the Examiner refusing to alter his final award. The M. A. Classes in this College receive daily lectures and make a heavy demand on our energies: at present we have 6 M. A. Classes. Professor Dallinger had to work hard to get his 2 candidates through in History.

B. A. Examination.

For the B. A. Examination 62 candidates were sent up, of whom 44 passed, *i.e.*, about 71 per cent. The prominent feature of the results is not the brilliant success of a few, but the high average position of our students. Only 6 are placed in the Third Division ; 32 are in the Second Division ; and no fewer than 6 places (out of 8) in the First Division are taken by our students. Of the first 13 places in the pass list 11 have been won by this College. It is noteworthy that out of so many candidates not one took up Sanskrit; in this respect our College is unique; in other subjects our students took the highest place, *i. e.*, in English, Mathematics, History and Political Economy, Philosophy, Physics, Chemistry, and Arabic. I attribute these results to hard and methodical work.

Intermediate Examination.

For the Intermediate Examination there were 35 candidates from this College, of whom 23 passed, *i.e.*, about 66 per cent. Of these 4 headed the list in the First Division ; 13 were in the Second Division ; and 6 in the Third Division. Here also the general average is high, and the first places in every important subject have been won by this College, with the exception of Sanskrit, in which we do not seem to be able to hold our own, although our best candidate in that subject not only headed the pass list, but was also first in English, Mathematics, and Physics and Chemistry.

Results in separate subjects.

7. The following statement compares the results in each subject with the results in 1892-93 :—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.	
F. A. and Intermediate Examinations.	Candidates	1893-94	35	3	6	26	35	...	9	1	...	25	
		1892-93	35	3	6	26	35	...	14	4	...	17	
		Increase	...	...	...	...	...	...	...	...	...	8	
		Decrease	...	...	...	...	...	...	5	3	...	...	
	Passes	1893-94	34	2	5	24	26	...	9	1	...	23	
		1892-93	32	2	3	24	28	...	12	4	...	17	
		Increase	2	...	2	...	...	...	...	...	...	6	
		Decrease	...	...	...	...	2	...	3	3	...	...	
												Physics.	Chemistry.
B. A. Examination.	Candidates	1893-94	62	4	...	29	23	9	16	24	...	12	7
		1892-93	42	...	2	18	20	8	26	4	...	6	...
		Increase	20	4	...	11	3	1	...	20	...	6	7
		Decrease	...	..	2	...	...	...	10	...	...	...	...
	Passes	1893-94	46	4	...	25	19	8	13	22	...	11	6
		1892-93	18	...	2	17	11	7	17	4	...	6	...
		Increase	28	4	..	8	8	1	...	18	...	5	6
		Decrease	...	...	2	...	...	...	4	...	...	...	...
M. A. Examination.	Candidates	1893-94	9	...	...	...	...	...	1	2	...	2	...
		1892-93	4	...	...	...	...	...	1	3	...	...	...
		Increase	5	...	...	...	...	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	1	...	...	...
	Passes	1893-94	4	...	...	...	...	...	...	2	...	2	...
		1892-93	3	...	..	...	...	...	...	2	...	...	...
		Increase	1	...	...	...	...	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...

Appendix A.

Report on the Government College, Lahore.

In the Intermediate Examination there were nine failures in Mathematics, 1 in Sanskrit, 1 in Arabic, 2 in Persian, 2 in Science, none at all in History and Philosophy, and 1 in English. The First Year Class receives 2 hours' tuition in English daily from myself, and the Second Year is one hour with me and one hour with Professor Dallinger. Lála Umráo Singh also assists with Translation. I feel bound to note the extra time and attention devoted by Lála Ruchi Rám to his Second Year Class. As regards Mathematics, it has to be remembered that the subject is a compulsory one, and that many students have no taste for the subject.

In the B. A. Examination there were 16 failures in English (9 of these failing in other subjects also), 4 in Persian, 4 in Applied Mathematics, 1 in Pure Mathematics, 2 in History, 3 in Philosophy, and 1 in Physics and Chemistry. It would be invidious to distribute the credit for these results; I am conscious, however, of the extent to which the reputation of the College rests upon our teaching in Science under Professor Oman. In this respect our special attractions are beyond dispute. For the results in English I must be held personally responsible: as it is, however, the pass is over 74 per cent., and that in a subject compulsory for all.

College Club. Physical training and games.

8. The amount realised during the year on account of subscriptions to the College Union Club was Rs. 463, against Rs. 397-12 in the previous year. This amount, supplemented by liberal contributions from the staff, was spent on newspapers, periodicals, materials for sports, printing expenses, &c. The funds previously administered by the students are now controlled by the Principal. The Union Club met pretty regularly, and my thanks are due to those members of the staff who interest themselves in this Club and in the Intermediate Students' Club: the latter is extremely popular, and it is an interesting fact that all the best students in the last Intermediate and B. A. Examinations were prominent members of one or other of these Clubs. Several dramatic representations were given throughout the year, and evening lectures were delivered by several members of the staff and other gentlemen.

The Gymnasium has been open daily; but I regret that there is as yet no due provision for an instructor. The College Clubs have provided a small sum for an instructor who has been in daily attendance since October, but the arrangement is unsatisfactory on its present footing. The interest in games has been better distributed than in former years, football, cricket, and tennis getting each a fair share of attention. Each Club has adopted distinctive colours or badges. An additional piece of ground for recreation has been acquired from the Municipality, and will be used as soon as it has been levelled and enclosed. I may note that, with one exception, all the students who passed in the First Division took a keen interest in games, *e.g.*, the two students who headed the Intermediate pass list were the Secretary and Captain of the Cricket Club. This surely proves that we have not turned out mere book-worms. It is a pity, however, that apart from their subscriptions, none of the staff show a practical interest in the sports of the students.

The Boarding House and surroundings.

9. At the close of the year the Boarding House was quite full, there being 111 students in residence. The fees realised amounted to Rs. 939-8, which went to keep up the establishment of cooks and kahárs. The health and conduct of the boarders throughout the year were good. The paid medical attendant of the boarders is the Civil Surgeon of Lahore, who, I suppose, deputes the Assistant Surgeon for the work. A regular, or even an occasional, inspection by the Civil Surgeon would be much appreciated, and would tend to lighten my responsibility for the general health of such a large number of young men, and I propose to make a formal application to that effect. The usefulness of the baths attached to the Boarding House is greatly diminished by the defective taps. The tank connected with them was removed to the Punjab Exhibition, and thence to the new Boarding House of the Training College. The water-supply to the grounds of the College, the Boarding House, and the Principal's house is quite inadequate, and my efforts to improve the grounds are thereby greatly hampered. We are dependent upon a grudging supply obtained from a municipal well; the only other well is almost useless. Proposals were made for a supply of canal-water; but I presume there are financial difficulties.

The Boarding House is already much too small for our requirements: the erection of the north wing is urgently required. This would not only

complete the original design, but would also promote the efficient control of the boarders. I have regularly visited and inspected the Boarding House throughout the year, and have found Lála Sardári Lál an efficient and popular Superintendent.

Conduct of the students.

10. The conduct of the students has been satisfactory. But I can speak with confidence of the general moral character only of those students who are boarders, for with them I come into closer personal contact. And I am able in their case to check the marked tendency among students in these days of ferment to fritter away their time and energy in attending all sorts of outside meetings.

Library and Reading Room.

11. The College Library is in good order, but sadly wanting in new books : it is in fact out of date. The Reading Room has been well patronised; but we are unable, owing to want of accommodation, to make proper provision for the quiet study of magazines or books either by the staff or the students. I regret that in this large and handsome building we should feel ourselves so cribbed and confined merely because so much of the room is taken up by the classes of the Oriental College. While I write I am at my wit's end for accommodation.

12. I have, in conclusion, to record my high opinion of the work of the staff throughout the year, and my gratitude for their readiness to adopt any measure calculated to promote the reputation and usefulness of the College.

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

APPENDIX B.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1893-94.

Staff.

The only change in the staff during the year has been caused by the appointment of Bábú P. N. Lahirí, M. A. (Calcutta), to the post of Professor of Sanskrit, *vice* Pandit Vihárí Prasád. I had long felt that if we were to bring our instruction in Sanskrit up to the standard now required by the University, it was essential that we should have a Professor capable of teaching the language through the medium of English, and acquainted to some extent with Western methods of study and teaching. This I hope we have secured in our new Professor. We parted with our Pandit with sincere regret, as he was not only a really learned scholar, but a most worthy and amiable person, held in great respect by all who knew him. It remains to be seen whether the change will conduce to better results than the last few years have shown. Owing to a severe attack of typhoid last autumn I had to leave the country for six months in September. My place as Professor of Philosophy was supplied by Bábú M. M. Bose, B. A. (Calcutta). The Rev. W. Foxley, B. A., who has lately joined the staff of the Cambridge Mission, also gave some help in the M. A. Class.

Number and distribution of students.

2. The following table shows the number and distribution of the students at the close of the year as compared with those for 1892-93 : —

	1893-94.	1892-93.	Increase.
Intermediate Class ... First Year	28	28	...
Intermediate Class ... Second Year	30	25	5
B. A. Class ... Third Year	8	8	...
B. A. Class ... Fourth Year	10	7	3
M. A. Class	4	1	3
Total	80	69	11

The average daily attendance was 75. The distribution of students as regards race and religion was as follows :—

Hindús	63
Muhammadans	13
Christians	4

Thinking it might prove of interest to ascertain what castes of Hindús most seek a higher education, I have had an analysis made of the number studying last year, with the following result :—

Bania	29
Káyastha	16
Khatrí	7
Brahman	7
Jat	2
Other castes	2
Total ...	63

Expenditure.

3. The following table gives a comparative statement of the expenditure during the years 1893-94 and 1892-93 :—

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	5,590	4,428	1,162	...
Subscriptions	...	277	...	277
Endowments and other sources ...	6,196	6,400	...	204
Total	18,386	17,705	681	...

The amount spent on the College Library was Rs. 251.

The number of students on half fees was 7. I am intending to introduce at once the rule passed at the recent Educational Conference, by which the privilege of the remission of fees will be granted strictly in accordance with results of the examinations. This will save a great amount of worry,

and will in future tend to make poor students work harder, when it becomes known that only those high up in the list can hope to obtain the exemption. The other rule, that students are liable to lose the privilege if they fail in the annual examinations of their year, will also be enforced in future, and will, I hope, tend to produce better results.

There has been a satisfactory increase in the income from fees, amounting to Rs. 1,162.

The cost of education is seen to be Rs. 229 per head, a decrease of Rs. 27 on the cost last year. If the amount which we are allowed, for purposes of the grant-in-aid, to add to the heading "Endowments and other sources" be deducted, the cost per head is only, I find, Rs. 155. If the comparative smallness of the number of students be considered, this is not, I should say, an over costly expenditure.

4. The following table gives the required information respecting scholarships :— Scholarships.

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	604	1,152	...	548
	Municipal Funds	110	...	110	...
	University Funds	154	276	...	122
	Other sources	441	172	269	...
	Total	1,309	1,600	...	291
NUMBER OF HOLDERS OF	Government and University Scholarships. Open	4	8	...	4
	Jubilee Scholarships	...	1	...	1
	Zamíndárí Scholarships	1	2	...	1
	Other Scholarships	1	1	...	...
	Total	6	12	...	6

5. The following table shows the results of the Examinations held during 1893 as compared with those of the previous year :— Results of Examinations.

		1893-94.	1892-93.	Increase.
Intermediate, Punjab ...	Candidates ...	31	25	6
	Passes ...	15	14	1
B. A., Punjab	Candidates ...	10	7	3
	Passes ...	7	5	2
M. A., Punjab	Candidates ...	4	1	3
	Passes ...	2	1	1

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates ...	1893-94 ...	31	4	6	21	31	...	24	...	..	7
		1892-93 ...	25	3	6	16	25	...	12	...	...	13
		Increase ...	6	1	...	5	6	...	12	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	6
	Passes ...	1893-94 ...	24	1	4	18	17	...	20	...	...	5
		1892-93 ...	17	...	2	14	18	...	12	...	...	11
		Increase ...	7	1	2	4	...	...	8	...	...	...
		Decrease ...	...	...	...	...	1	...	...	...	...	6
B. A. EXAMINATION.	Candidates ...	1893-94 ...	10	1	1	4	5	1	4	3	..	1
		1892-93 ...	7	1	1	3	2	...	...	6	...	1
		Increase ...	3	...	...	1	3	1	4	...	...	...
		Decrease ...	...	...	...	..	...	...	...	3	...	...
	Passes ...	1893-94 ...	7	1	..	4	4	1	4	3	...	1
		1892-93 ...	5	1	1	3	2	...	...	6	...	1
		Increase ...	2	...	...	1	2	1	4	...	...	...
		Decrease ...	...	...	1	...	...	..	...	3	...	...
M. A. EXAMINATION.	Candidates ...	1893-94 ...	4	...	..	...	...	...	...	...	...	...
		1892-93 ...	1	...	...	...	...	...	...	...	...	...
		Increase ...	3	...	...	...	...	...	..	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	2	...	...	...	...	...	...	...	...	...
		1892-93 ...	1	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

The results have not been satisfactory, and certainly do not contrast favourably with those of other Colleges in the Province. So far as Lahore is concerned, I always feel after every visit there that while it is a gain to us in some ways to live away from the atmosphere of excitement which the keen competition of student-life there tends to engender, there is an undoubted loss from the examination point of view. There is no lack of ability in Delhi students, but either there is some natural indolence in them or we have not found out the secret of making them work. I think, however, that the main reason why they fall behind in the race is, that nine-tenths of them are day-students, and, as they grow up, become more and more involved in household duties, which are allowed, as a rule, to rank above those of study in urgency and importance. I notice that the few boarders we have are almost always more successful in their examinations than the day-students. I think we have hitherto, as implied above, been too easy in sending up students for examination; and I hope that the action of the new rules will tend to produce better results in future.

I was glad to find on my return to India that the principle I have long contended for of allowing grace marks has been at last, in a modified form, accepted. The new rule is somewhat cumbrous in its working, and up to the time of writing this report (at the end of May), I have not yet received from the Registrar all the statistics required to enable me to send in my report.

I wish some pressure could be brought to bear on the University to induce them to publish pass lists for the benefit of Colleges in the Mofussil. I am informed that by arrangement with the Government Press at Calcutta, the results of the examinations of that University appear in the Gazette almost simultaneously with their publication by the University. It is far otherwise with us. It is now the end of May and not even the B. A. results have been published as yet in the Gazette. I cannot but believe that if the importance of publishing the results early, especially in the case of the Entrance Examination, were understood, there would be no difficulty in effecting improvement in this matter.

Physical training.

6. Gymnastics has been kept up, but is still not popular. Only about 10 students learn regularly. Lawn-tennis is actively taken up in the Queen's Gardens by two local Clubs, largely composed of our students. We have no room in our compound for tennis courts, and are glad to see there is sufficient native enterprise now to start Clubs on their own account.

Mr. Wright has written the following report on the cricket for the season :—

"Our last cricket season was unquestionably a disappointing one. Eliminating the element of luck, I think we may discover a few causes for at least partial failure. We very much need a ground of our own. At present playing as we do on the station ground, we are almost entirely at their mercy. We cannot practise when they have a match on; and we are sadly hindered in fixing our own foreign matches. Also I have no doubt that practice was seriously interfered with by the roughness of our practice ground, which makes boys funk. Personally I should like and yet hope to see a good ground of our own and a good ground-man, a really good bowler. Progress has certainly been made, and more is sure to follow; but, like everything else, it requires steady determination. So far as the mere exercise side of the question is concerned, it is satisfactory to notice how large a proportion of our College students are on the ground every day. Our financial position still remains in a very unsatisfactory condition. Next season is likely to be a kind of crisis in several ways."

Boarding House.

7. The number of boarders is still very small. There were only 6 during the year under report. The Dhúsars of Rewárí have, I hear, built a handsome Boarding House for their sons at Agra, and that with other enticements leads those who continue their studies to gravitate thither. The conduct of the few inmates we have was uniformly good.

Conduct of students.

8. With one exception the general conduct of the students has been excellent. The one case requiring disciplinary measures was a serious one, and will, I hope, not occur again. It was found that several students of the First Year had with evil intent mutilated some

of the Bibles and other religious books supplied in the College to the students. It was extremely difficult to ascertain who were the offenders. After prolonged enquiry two were condemned as the ring-leaders and expelled for the rest of their course, while two who were less guilty were suspended for three months. It was satisfactory to notice that the older students expressed their strong disapproval of the conduct of their juniors, and I was told that some considered too lenient punishment has been administered.

Moral instruction.

9. The ordinary religious instruction has gone on during the year. Now and then an outsider or visitor has been requisitioned for a lecture, but not often.

Library and Club.

10. The number of books taken out during the year was 540. I do not know to what extent the M. B. School Library has been used; but, as the authorities there do not allow our men to take out Mathematical or Scientific books, and these are the books most in demand, the Library is practically of little use to students. I have enquired the authority for making this reservation, but have received no reply.

The attendance at meetings of the Star of Delhi Club has not quite kept up to the usual average. We are making an effort to resuscitate the flagging interest. Some are in favour of bifurcating the Club into separate School and College Clubs. But this has not met with general approval, and the distance of the College from the city is an almost insuperable bar to making it the *rendezvous* of students in the evening.

General remarks.

11. I am thankful to say that the affairs connected with the College Building Fund have been finally wound up, and, so far as India is concerned, there is now hardly any debt left on the building.

One other student, Chhote Lál, who distinguished himself by standing first in the Roorkee College Examination last year, has offered a prize of Rs. 20 for Mathematics in the Intermediate Class. This makes the fourth prize of the kind given by former students. The interest shown by these for their *Alma Mater* goes far to make up for the disappointment caused by the persistent apathy of the Delhi *rais* to which I have so often referred.

The prize distribution took place in February, Mr. Bell, Principal of the Government College, Lahore, presiding. This was before my return; but I was delighted to hear that he had so kindly consented to act on the occasion.

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1893-94.

Attendance.

Owing chiefly to the very large number of successful candidates in the Entrance Examination of 1893, the number of students enrolled this year has been much greater than ever before.

Applications for admission to the First Year were so numerous that we were compelled to decline to receive some who applied.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1894, as compared with those of the corresponding date last year :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate Class.	First Year	73	57	16	...
	Second Year	61	47	14	...
B. A. Class...	Third Year	38	41	...	3
	Fourth Year	54	39	15	...
	Total ...	226	184	42	...

The cost of maintaining the institution has been slightly greater this year than last, but the income from fees has been much larger, there being an actual increase under this head of Rs. 2,746.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,600	3,600	...	...
Fees	12,964	10,218	2,746	...
Subscriptions	8,192	10,290	...	2,098
Total ...	24,756	24,108	648	...

Scholarships.

The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed :—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues... ...	4,474	4,648	...	174
	District Funds	128	206	...	78
	Municipal Funds	584	874	...	290
	University Funds	974	1,024	...	50
	Other sources...	206	...	206	...
	Total ...	6,366	6,752	...	386
Number of holders of	Government and University Open Scholarships... ...	24	23	1	...
	Jubilee Scholarships... ...	10	10	...	...
	Zamíndári Scholarships ...	5	7	...	2
	Other Scholarships	10	10	...	...
	Total ...	49	50	...	1

Appendix C.

Report on the Mission College, Lahore.

Examinations.

In the University Examinations the candidates from this College were fairly successful; but the results were, upon the whole, neither so good as last year, nor so good as we had expected. This we think is to be accounted for partly by the general quality of the classes, and partly by the fact that none of our men in the B. A. had this year taken up that combination of subjects which secured the most liberal allotment of marks. Of the 32 successful candidates in the B. A. Examination, 2 were placed in the First, 20 in the Second, and 10 in the Third Division. In the Intermediate, 2 passed in the First Division, 22 in the Second, and 15 in the Third. Two scholarships were won by our students in the B. A. and 5 in the Intermediate.

The Aitchison-Rám Rattan Sanskrit Scholarship was gained by the same student who secured the Sanskrit Scholarship in the Intermediate Examination.

The following table shows the results of the examinations held in 1894 as compared with the results of the preceding year :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate ...	Candidates	60	45	15	...
	Passes ...	39	34	5	...
B. A.	Candidates... ...	52	39	13	...
	Passes ...	32	21	11	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. and Intermediate Examinations.	Candidates ...	1893-94 ...	60	9	3	45	60	...	30	...	...	26
		1892-93 ...	45	8	5	31	45	...	24	...	...	17
		Increase ...	15	1	...	14	15	...	6	...	...	9
		Decrease ...	...	...	2	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	50	6	3	39	46	...	30	...	...	24
		1892-93 ...	43	7	4	25	37	...	23	...	...	17
		Increase ...	7	...	...	14	9	...	7	...	...	7
		Decrease ...	...	1	1	...	...	...	...	...	...	...
B. A. Examination.	Candidates ...	1893-94 ...	52	5	8	35	22	4	16	15	...	1
		1892-93 ...	39	3	6	23	15	3	16	8	1	1
		Increase ...	13	2	2	12	7	1	...	7	...	...
		Decrease ...	...	...	...	...	...	...	...	...	1	...
	Passes ...	1893-94 ...	33	5	6	32	19	4	12	14	...	1
		1892-93 ...	27	3	3	22	8	3	15	8	...	1
		Increase ...	6	2	3	10	11	1	...	6	...	...
		Decrease ...	...	...	...	...	...	...	3	...	...	...

Physical Exercise.

The usual encouragement has been given to Physical Exercise. Tennis, Cricket, and Football Clubs exist, and an effort has been made to have every student share in some form or other of Physical Exercise.

Boarding Houses.

The average number of students accommodated in our Boarding Houses has been 121. The conduct and health of these young men have been matters of special interest and care.

Deportment.

There is nothing under this head calling for special remark. The students are easily controlled. They keenly appreciate kindly and sympathetic treatment, and many of them are very responsive to efforts put forth for their moral advancement.

The Bible is taught in every class each day, and frequent lectures upon religious and moral subjects have been delivered by the Professors and others.

The Temperance Society, which has existed for more than five years in connexion with the College, bears upon the list of its membership the names of almost all the students, although membership and the signing of the Temperance pledge is left entirely to the option of each individual.

Appendix C.

Report on the Mission College, Lahore.

Literary Societies.

The Literary Societies have continued to supply what we regard as a distinct want, *viz.*, a field for the practice of English reading and speaking. A number of contests have been held with the manifest effect of inciting many to greater effort in the cultivation of the art of public speech.

Library.

Our Library has received an addition of a number of books, while more of the men have availed themselves of the privilege of borrowing books for perusal than in any previous year.

Need of more accommodation.

We are still without the additional class rooms referred to in the last year's report; but have every reason to hope that, within a short time, we may be in a position to begin the work of erecting them.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

As in the previous year, the Minor Colleges in the Circle, at the close of the year under report, were 3, *viz.*, the Municipal Board College, Amritsar, the Islámiya College, Lahore, and the Daya Nand Anglo-Vedic College, Lahore. A Third Year Class was opened in connexion with the last mentioned College in the beginning of the past year. The Daya Nand Anglo-Vedic College is, therefore, in a state of transition. Strictly speaking, it is no more a Minor College; but, as the Intermediate is the highest examination, for which candidates were presented in the year under review, it has been reckoned as such for the purposes of this report. A Fourth Year Class has been opened in the beginning of the current year, and full provision is now made for teaching up to the B. A. Degree Examination.

In the Islámiya College a Second Year Class was opened in the early part of the year under report.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

The following comparative statement shows the number and distribution of scholars attending these Colleges for two years, and the large increase of 105 is sufficient proof of their popularity :—

		1893-94.	1892-93.	Increase.
Intermediate Class ...	First Year	134	98	36
	Second Year	103	56	47
B. A. Class	Third Year	22	...	22
	Total	259	154	105

The increase is thus accounted for :—

	1893-94.	1892-93.	Increase.
Municipal Board College, Amritsar	31	30	1
Islámiya College, Lahore	17	8	9
Daya Nand Anglo-Vedic College, Lahore	211	116	95

The large and flourishing Daya Nand Anglo-Vedic College alone absorbs $\frac{9}{10}$ths of this growth, 22 scholars in the Third Year Class being included. The increase in the Islámiya College is mainly due to the establishing of a Second Year Class already noticed.

(*b*).—EXPENDITURE.

The total cost of the Municipal Board College, Amritsar, for the year 1892-93, was Rs. 4,690. This year it was Rs. 4,479, or Rs. 211 less. Add to this Rs. 137 on account of excess of Fees; and the total, Rs. 348, represents the decrease in expenditure from the Municipal Funds, as shown in the table given on the next page. Expenditure from fees throughout all these Colleges was more than doubled; this is explained by the very large numerical increase which took place in the Daya Nand Anglo-Vedic College. The amount of Rs. 7,236, noted in the statement as expenditure from fees, is in fact the aggregate of College fees realized during the year.

The details are noted below :—

	Rs.
Municipal Board College, Amritsar	1,651
Islámiya College, Lahore	330
Daya Nand Anglo-Vedic College, Lahore ...	5,255
Total ...	7,236

Appendix D.

Report on the Lahore Circle.

Nothing is of course spent upon the only Municipal Board College in the Circle from "Subscriptions" and "Endowments," &c. The parts of expenditure which these sources had to bear in the case of the Daya Nand Anglo-Vedic College were Rs. 300 and Rs. 333, respectively, more than that in the previous year. Subscriptions are the mainstay of the Islámiya College. The creation of a Second Year Class necessitated an increase of Rs. 880 in expenditure from this source. Nothing is shown in the statement against "Endowments," &c. Apparently the Islámiya College is still without a permanent fund. If so, it is to be regretted. Subscriptions, however voluntary and easily collected they may be, must be fluctuating, and can scarcely be confidently relied upon.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	2,827	3,175	...	348
Fees	7,236	3,392	3,844	...
Subscriptions	1,772	591	1,181	...
Endowments and other sources	3,778	3,445	333	...
Total	15,613	10,603	5,010	...

(*c*).—FEES.

In the Municipal Board College, Amritsar, tuition fees continue to be levied at the rates of Aided Colleges. This practice is directly opposed to the Education Code, Article 215. In the Daya Nand Anglo-Vedic College a uniform rate of Rs. 5 per mensem is levied from the students of Third and Fourth Year Classes. In the First and Second Year Classes the rate is Rs. 3 from those whose father's income is less than Rs. 100 per mensem; Rs. 4 when the income exceeds Rs. 100; and Rs. 5 when the income is Rs. 200 per mensem and above. As shown below, the income from fees was more than double that of the preceding year:—

	1893-94.	1892-93.	Increase.
	Rs.	Rs.	Rs.
Municipal Board College, Amritsar	1,651	1,514	137
Islámiya College, Lahore	330	176	154
Daya Nand Anglo-Vedic College, Lahore ...	5,255	1,702	3,553
Total	7,236	3,392	3,844

In the Islámiya College every student is required to pay Rs. 2 per mensem.

(*d*).—SCHOLARSHIPS.

The following statement shows the number and nature of scholarships current in all the Colleges during the last year. At the end of the year 1893-94 there were 5 more scholarships than at the close of the year 1892-93. Only 1 Government and 6 Other Scholarships were held in the Municipal Board College, Amritsar, against 2 Government, 1 Zamíndárí and 4 Other Scholarships in the year before:—

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	202	402	...	200
	District Funds	88	...	88	...
	Municipal Funds	913	565	348	...
	University Funds	500	220	280	...
	Other sources	237	50	187	...
	Total	1,940	1,237	703	...
Number of holders of	Government and University Open Scholarships	4	2	2	...
	Zamíndárí Scholarships	...	1	...	1
	Other Scholarships	17	13	4	...
	Total	21	16	5	...

In the Daya Nand Anglo-Vedic College 10 scholarships were held against 5 in the previous year. Their detail is given below :—

(*a*). 2 Patiála-Albert Victor Scholarships of Rs. 12 each per month.
(*b*). 1 Aitchison-Rám Rattan „ „ 16 „
(*c*). 1 Lála Mirí Mal's „ „ 10 „
(*d*). 1 Mrs. Seva Rám's „ „ 3 „
(*e*). 2 Lahore Municipality „ „ 6 „
(*f*). 1 Ferozepore „ „ „ 8 „
(*g*). 1 Gurdáspur „ „ „ 8 „
(*h*). 1 Ludhiána „ „ „ 6 „

In the Islámiya College 4 scholarships founded by the Anjuman-i-Hímáyat-i-Islám were held, and their total cost was Rs. 124, *i.e.*, about Rs. 10 per mensem.

(*e*).—RESULTS OF EXAMINATIONS.

The result of the Intermediate Examination held in March last is very good ; and special credit is due to the Daya Nand Anglo-Vedic College for sending up and passing the largest number of candidates, and to the Municipal Board College, Amritsar, for the remarkably high percentage of success. As shown in the following table, the numbers of candidates and passes were almost twice the corresponding figures for the previous examination, though the percentage of passed candidates is slightly less :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	103	53	50	...
	Passes ...	72	39	33	...

The result of each College is as follows :—

	Candidates.	Passes.
Municipal Board College, Amritsar ...	14	13
Islámiya College, Lahore	7	3
Daya Nand Anglo-Vedic College, Lahore	82	56
Total	103	72

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy (Logic and Political Economy).	History.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates ...	1893-94 ...	103	2	15	86	103	...	46	10	...	47
		1892-93 ...	53	...	5	48	53	...	31	9	...	13
		Increase ...	50	2	10	38	50	...	15	1	...	34
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	89	2	9	82	85	...	43	9	..	37
		1892-93 ...	42	...	3	42	51	...	30	9	...	13
		Increase ...	47	2	6	40	34	...	13	...	...	24
		Decrease ...	...	...	...	...		...	...	...	...	...

The following points deserve notice :—

(*a*).—Two candidates took up Arabic and passed, against none in the year before.

(*b*).—Fifteen candidates appeared in Sanskrit, and 9 passed, against 5 and 3, respectively. Only one student took up this language from the Municipal Board College, Amritsar, and passed ; all the rest belonged to the Daya Nand Anglo-Vedic College, where the cultivation of Sanskrit is specially aimed at. The numbers presented have trebled, the percentage of passes remaining the same.

Appendix D.

Report on the Lahore Circle.

(*c*). The very large number of students selecting Persian, and almost all coming out successful, proves that the test in this language is easier than in Arabic or Sanskrit.

(*d*).—There is a decrease of 13·5 per cent. in passes in Mathematics.

(*e*).—In the last examination, 47 candidates took up Physics and Chemistry, and 37 passed, against 13 and 13 in the previous year. This increase is a very healthy sign.

(*f*).—PHYSICAL TRAINING.

The Municipal Board College, Amritsar, continues to be the best of all Minor Colleges in this respect. Some of the Masters take great interest in the games. The Principal in his report says:—

"During the year the students have shown much zeal in the different games, playing Cricket, Foot-ball, Tennis, Badminton, and also now and then native Games, especially *Kabaddi*. At Tennis we have some really good players. There was a Tennis Tournament in the cold season, and it was very well contested. Cricket they played with the boys of the High School, with the school eleven, and scratch matches with some of the eleven, and some of the High Department. They seem to take fairly well to Foot-ball."

In the Daya Nand Anglo-Vedic College physical training has not received adequate attention at the hands of the Managing Committee. The boarders, however, played several Foot-ball matches among themselves; and parallel and horizontal bars have been fixed in the Boarding House compound for their use.

The Islámiya College students are reported to have taken exercises on the gymnastic apparatus fixed within the premises of the College building, and to have played Cricket and Foot-ball in winter.

(*g*).—BOARDING HOUSES.

In the Daya Nand Anglo-Vedic College Boarding House there were 116 inmates, against 60 in the previous year. This large increase in the number of outsiders was the natural result of the vast numerical growth in the classes which took place in the year under report. One of the buildings in which the Boarding House is located was bought by the Managing Committee.

There were only 4 boarders living in the Boarding House attached to the Islámiya College, Lahore, and the same number at the Municipal Board College, Amritsar. The latter institution has no separate Boarding House, and the College students occupy a part of the School Boarding House, which is overfull.

Everywhere adequate attention is paid to the comforts of boarders.

(*h*).—CONDUCT OF STUDENTS.

Each Principal bears testimony to the good conduct of his students. In the Daya Nand Anglo-Vedic College and Islámiya College, religious instruction is imparted; and special stress is laid upon it in the latter institution, where it is one of the compulsory subjects.

Debating Societies exist in both these Colleges. A Library and Reading Room have been opened in the Daya Nand Anglo-Vedic College, being supported by subscriptions among students, supplemented by a monthly grant from the Managing Committee.

(*i*).—GENERAL PROGRESS.

The year under report in its early part saw the Third Year Class formed in the Daya Nand Anglo-Vedic College and the Second Year in the Islámiya College. It closed with a very large increase in the number of students; fees more than doubled; and candidates for, and passes in, the Intermediate Examination almost double the number of the preceding year. The general progress is, therefore, in every way very marked; and if the Managing Committees of the two institutions in Lahore continue to insist upon good and thorough work from their teachers, and to maintain discipline and respect for those in authority, both the Daya Nand Anglo-Vedic and the Islámiya Colleges will take an important and useful place in the educational operations of the Province.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

(*a*).—NUMBER AND DISTRIBUTION OF INSTITUTIONS AND SCHOLARS.

There are now two Colleges in this Circle, against one last year, a new College having been opened at Ráwalpindi in connection with the American Mission School on the 1st of June, 1893. The other College is, as heretofore, at Siálkot under the Scotch Mission. The Ráwalpindi College had, at the close of the year, naturally only one class, the first, the Siálkot College had two. But since the 1st of June, 1894, a Second Year Class has been opened in the former institution also.

The following table shows the number and distribution of scholars, in both the Colleges as it stood on the 31st March last. The number of scholars has been trebled :—

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate Class ...	First Year ...	24	11	13	...
	Second Year ...	9	...	9	...
	Total ...	33	11	22	...

(*b*).—EXPENDITURE.

The expenditure on both the Colleges during the year amounted to Rs. 6,450, of which Rs. 450 were spent on the Ráwalpindi College (the whole outlay being met from the fees), and Rs. 6,000 on that at Siálkot. The great difference in the cost of the two institutions is due to the fact that at Ráwalpindi the Manager took no part in the tuition, and so nothing has been charged for him.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1893-94.	1892-93.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	425	200	225	...
Municipal Funds	300	300	...	...
Fees	*1,848	358	1,490	...
Endowments and other sources	3,877	5,142	...	1,265
Total ...	6,450	6,000	450	...

* The total income from fees was Rs. 1,982-8-11, thus—

	Rs.	a.	p.
Scotch Mission College, Siálkot ... ... =	1,398	0	0
American Mission College, Ráwalpindi ... =	584	8	11
Total	1,982	8	11

(*c*).—FEES.

The amount realized in fees was Rs. 1,983, against Rs. 358 in 1892-93, *i.e.*, it has been more than quintupled. Of the total, Rs. 1,398 are due to the Siálkot and Rs. 585 to the Ráwalpindi College. It will be seen from this that in the latter College the income exceeded the expenditure.

The rates at Siálkot are, as reported last year, three-fourths of those prescribed for Government and Board Colleges. In the Ráwalpindi College, which is Unaided, the rate during the past year has been Rs. 5 per mensem ; but from the 1st of the current month (June 1894) it has here, too, been raised to the prescribed three-quarters for Aided Colleges.

Appendix E.

Report on the Rawalpindi Circle.

(*d*).—SCHOLARSHIPS.

There were two Jubilee Scholarships of Rs. 8 each in the Senior Class at Siálkot, and two ordinary Scholarships of Rs. 12 each, and one Albert Victor Scholarship of Rs. 10 in the Junior Class. No Government or University Scholarship is tenable in the Ráwalpindi College; but Rs. 83 were paid from the Mission Funds on account of the scholarship of a boy who had won a Government Scholarship, and had joined the College last year, in hopes that it would be recognized. When finally the College was refused recognition, the boy left it; but, as long as he remained in it, he received his scholarship from the Mission, the Government refusing to pay him anything.

STATEMENT OF SCHOLARSHIPS.

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	430	204	226	...
	Other sources	*133	...	133	...
	Total ...	563	204	359	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships	2	...	2	...
	Jubilee Scholarships	2	2	...	...
	Other Scholarships	1	...	1	...
	Total ...	5	2	3	...

	Rs.
* Albert Victor-Patiála Scholarship	50
Scholarship paid to a student in the Mission College, Ráwalpindi, from Mission Funds	83
Total	133

(*e*).—EXAMINATION RESULTS.

Nine students appeared from the Siálkot College in the last Intermediate Examination, of whom 6 passed—a good result. The Ráwalpindi College sent up no candidates for this test, having been started only on June 1st, 1893, but 10 or 12 candidates will appear from it next year.

RESULTS OF EXAMINATIONS.

		1893-94.	1892-93.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	9	...	9	...
	Passes ...	6	...	6	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates ...	1893-94 ...	9	1	...	8	9	...	8	1	...	...
		1892-93 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	9	1	...	8	9	...	8	1	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1893-94 ...	6	1	...	6	8	...	8	1	...	...
		1892-93 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	6	1	...	6	8	...	8	1	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

(*f*).—PHYSICAL TRAINING, GAMES, &c.

Physical training is given in the Siálkot College by means of drill and gymnastics; Football is not encouraged; and for cricket it is said that there are too few students to supply a good team; but lawn tennis has been recommended to the young men; and Mr. Youngson says that it may be that that and other games will be introduced. In the Ráwalpindi College

the students and some of their Professors started a Football Club in the winter, and played the game for some time very zealously, but it has now been given up on account of the heat. There is likewise no Cricket Club in this College at present, as the number of those who play cricket is very small, but the authorities hope to start one later on.

(*g*).—BOARDING HOUSES.

There are said to be three Boarding Houses in connection with the Siálkot College; but the fact is that the boys of the College and the School live together in the same Boarding House. The same is the case at Ráwalpindi; but there is only one College student here who lives in the Boarding House attached to the School; the rest live with their friends in the town.

(*h*).—CONDUCT OF STUDENTS.

The conduct of the students in both the Colleges is stated to have been all that could be desired. "There has never been a complaint against any of them," says Mr Youngson, "either in or out of College;" and similar remarks are made by Mr. Woutersz about the Ráwalpindi students. Moral instruction is given in both Colleges by means of the Bible, and in that at Ráwalpindi also by means of evening lectures. All the students of the latter College are members of a total abstinence society which has been formed here as in many other places in the Punjab.

(*i*).—GENERAL PROGRESS AND OTHER MATTERS.

The general progress of both Colleges, judging from the reports of their Principals, seems to have been satisfactory. A Literary Society or Debating Club exists in each institution, at which Essays are read and debates conducted. The Libraries in both Colleges are small, but are said to be made full use of. In the Siálkot College, the Principal occasionally gives lectures on astronomy and other useful subjects to the students. I may add that both Colleges are likely to prosper, as they have really met a want. The classes in the Colleges at Lahore are already become unwieldy, and it is desirable that there should be other Colleges to prevent their being flooded.

Appendix F.

Report on the Oriental College, Lahore.

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1893-94.

The actual expenditure on the Oriental College during the year 1893-94 has been as follows:—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies ...	21,116	7	7	4,730	0	0	25,846	7	7
Scholarships, &c.	5,278	6	8	501	14	7	5,780	5	3
Total ...	26,394	14	3	5,231	14	7	31,626	12	10

being a decrease of Rs. 1,152-0-3 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	474	12	0
In the School Department	19	8	0
TOTAL ...	494	4	0
Miscellaneous Receipts, &c.			
Savings from Stipends, &c.	25	9	6
GRAND TOTAL ...	519	13	6

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1894.

COLLEGE DEPARTMENT.

Reading for Degrees—

For the M. A. Degree in Sanskrit and Arabic	3
Do. M. O. L. Degree in Arabic	1
Do. B. O. L. Degree in Urdú	8
Total ...	12

Reading for the Intermediate Examination—

For the Intermediate Examination in Urdú	3
Total ...	3

Reading for the Oriental Titles Examinations—

For the Shástrí or Honors in Sanskrit	5
Do. Vishárada or High Proficiency in Sanskrit ...	12
Do. Maulaví Fázil or Honors in Arabic	10
Do. Maulaví 'Alim or High Proficiency in Arabic ...	11
Do. Munshí Fázil or Honors in Persian	6
Do. Munshí 'Alim or High Proficiency in Persian ...	8
Do. High Proficiency and Honors in Gurmukhí ...	6
Total ...	58
The total number of students in the College Department ...	73

SCHOOL DEPARTMENT.

Reading for the Entrance Examination—

For the Entrance Examination in Urdú	7
Total ...	7

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit	25
Ditto Arabic	6
Ditto Persian	7
Ditto Gurmukhí	9
Total ...	47
The total number of students in the School Department ...	54

The number of scholarship-holders and stipendiaries on 31st March, 1894, and the average expenditure per student were as follow :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government Scholarship-holders ...	6	13
University ditto ...	16	9·7
Endowed or Special* ditto ...	7	15·4
Stipendiaries	24	3·3
Receiving no Scholarship or Stipend ...	21	...
Total ...	74 †	
School Department.		
University Scholarship-holders ...	4	4
Endowed or Special ditto	1	3·9
Stipendiaries	12	1·7
Receiving no Scholarship or Stipend ...	37	...
Total ...	54	

The following table shows the number of students of each class who went up for the University Examinations in 1894, and of those who passed :—

CLASSES.		Number on the Roll on 31st March, 1894.	Went up for Examinations.	Number passed.	Percentage of passed students.	REMARKS.
1		2	3	4	5	6
ARTS ...	Entrance, 2nd year { Hindí...	...	...	...	...	
	Entrance, 2nd year { Urdú ...	3	3	3	100	
	Intermediate, 2nd year ...	2	2	2	100	
	B. O. L., 2nd year	6	5	5	100	
	M. O. L., 2nd year	...	...	...	...	
	M. A., 2nd year	2	2	1	50	
SANSKRIT	Proficiency, 2nd year ...	12	12	8	66	
	High Proficiency, 2nd year ...	6	6	3	50	
	Honors, 2nd year	3	3	3	100	
ARABIC ...	Proficiency, 2nd year ...	3	3	1	33	
	High Proficiency, 2nd year ...	5	5	5	100	
	Honors, 2nd year	6	6	5	83	
PERSIAN ...	Proficiency, 2nd year ...	4	4	1	25	
	High Proficiency, 2nd year ...	5	5	4	80	
	Honors, 2nd year	5	5	4	80	
GURMUKHÍ	Proficiency, 2nd year ...	3	3	2	66	
	High Proficiency	1	1	...	...	
	Honors in Gurmukhí	2	...	...	...	
ENGLISH ...	Special Examination for Oriental Titles Candidates.	13	5	5	100	
	TOTAL ...	81	70	52	74·3%	

* Includes the Baháwalpur Arabic Scholar who did not belong to any of the College Classes.

† *See* note above.

Appendix F.

Report on the Oriental College, Lahore.

The following comparative statement shows numbers and pass percentages of candidates at Oriental Faculty Examinations generally and those of candidates from the Oriental College :—

Name of Examination.	Total No. of candidates.	No. of candidates from Oriental College.	General pass percentage.	Pass percentage of Oriental College candidates.	Remarks.
Entrance (O.F.) ...	17	3	65	100	Three Oriental College students gained University Scholarships.
Intermediate (O.F.) ...	4	2	75	100	One Scholarship and Brandreth Prize gained by Oriental College student, who stood highest in order of merit.
B. O. L.	5	5	100	100	One Government and one University Scholarship gained by Oriental College student.
M. A.	21	2	57	50	Oriental College student stood highest in order of merit and earned three Gold Medals.
Prajna	92	12	43	66	
Visharada	29	6	41	50	
Shástrí	13	3	85	100	Rattigan's Sanskrit Scholarship awarded to Oriental College student.
Maulaví...	27	3	48	33	
Maulaví 'Alim	9	5	67	100	University Scholarship awarded to Oriental College student, who stood first in order of merit.
Maulaví Fázil	15	6	67	83	First place in order of merit and Bahawalpur Scholarship gained by Oriental College student.
Munshí	49	4	45	25	University Scholarship awarded to Oriental College student, who stood first in order of merit.
Munshí 'Alim	15	5	73	80	
Munshí Fázil	22	5	77	80	First place in order of merit gained by Oriental College student.
Buddhimán	3	3	66	66	
Vidván	2	1	50	...	
English Test	7	5	100	100	First place in order of merit gained by Oriental College student.

The following table shows the number of students on the rolls on March 31st, 1894, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	...	1	6	9	16	
Arabic	4	...	3	4	11	
Persian	29	11	26	40	106	
Arabic and Persian	2	...	...	...	2	
„ „ Sanskrit	...	...	...	...	...	
Sanskrit and Persian	...	...	...	...	...	
Grand Total ...	35	12	35	53	135	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College teachers, who took up San-

skrit, Arabic or Persian at the B. A. and the Intermediate (Arts) Examinations, 1894, and of those who passed *in these languages* :—

Classes.	Number on the Roll on 31st March, 1894.	Went up for the Examinations.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1	2	3	4	5	6
Sanskrit ... Intermediate	6	6	5	83	
Arabic ... B. A.*	4	4	4	100	
Arabic ... Intermediate	3	3	2	66	
Persian ... B. A. †	29	29	25	86	
Persian ... Intermediate ‡	26	26	24	92	
Total ...	67	67	60	89·6%	

* A student taught in the Oriental College stood highest in Arabic at the B. A. Examination.

† A student taught in the Oriental College stood highest in Persian at the B. A. Examination.

‡ A student taught in the Oriental College stood highest in Persian at the Intermediate (Arts) Examination.

The number of students receiving instruction in English was, on the 31st of March, 1894, as follows :—

	No. of students.
High School Class	8
Higher Middle Class	13
Lower Middle Class	10
III Primary Class	14
II Primary Class	23
I Primary Class	35
Total ...	103

Four students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these 2 were blind.

On the other hand 2 *casual students* attended the classes formed for instruction in English besides the students shown above. These students had previously received English tuition in the Oriental College, but had left the institution on passing the highest Oriental Title Examination of their department.

Five students who had attended the Higher Middle Class during 1893-94 appeared in April, 1894, at the Special Examination in the English Language, instituted under the Revised Regulations of 1892 for Oriental Language Examination candidates desirous of obtaining Diplomas of Oriental Titles.

All the candidates passed successfully the prescribed test, and thus became entitled to the Diplomas corresponding to the Oriental Language Examinations which they had passed in 1894. The names of the successful students, together with the Diplomas earned by them on passing the Examination in English, are as follows :—

Sultán Mahmúd	Maulaví Fázil Diploma.
Abú Muhammad	Maulaví 'Alim „
Rám Rang	Vishárada „
Mahmúd 'Ali	Munshí Fázil „
'Alim Dín	Munshí 'Alim „

Four more students of the Higher Middle Class had appeared as private candidates at the Anglo-Vernacular Middle School Examination of 1894, having prepared themselves privately in subjects other than English. All these students succeeded in passing the Middle School Examination, and were, therefore, promoted to the High School Class without having been required to present themselves for the Special Examination in English. Four other students of the Higher Middle Class could not appear at the Examination in English, as they prepared for the Gurmukhí Examinations, for which that additional test has not yet been instituted.

Appendix F.

Report on the Oriental College, Lahore.

Oriental College Library.

Considerable additions have been made to the Library of the Oriental College during the year under report by means of purchases which have caused a total expenditure of Rs. 498-6-0. The books acquired were chiefly critical Editions of Texts belonging to the Classical Literatures taught by the College and modern works relating to Oriental History and Philology. The purpose kept in view in connection with these additions has been, as in previous years, to place within reach of the teachers and pupils the means for acquiring a solid acquaintance with the methods and results of modern research as applied to the antiquities and languages of the East.

Among the acquisitions of the year a complete copy of the Berlin Academy's great Edition of the Texts belonging to the White Yajur Veda, comprising the *Vajasaneyi Samhitâ*, the *Satapatha Brâhmana* and the *Kâtyâyana Sutras*, with Uvata and Sayana's Commentaries, must be mentioned in the first place. Other important additions have been *Fick's* Comparative Dictionary of the Indo-European Languages, the first Volumes of the *Harvard* University's *Sanskrit Series*, Professor Cowell's Edition of the *Buddhacharita*, *Alberuni's* Chronology of Ancient Nations, *Bhimacharya's* Dictionary of *Nyaya* terms, &c. The Library continued to receive the following periodicals dealing with subjects of Oriental Philology: the "*Indian Antiquary*," the "*Vienna Oriental Journal*," and the "*Epigraphia Indica*." By the liberality of the Asiatic Society of Bengal the Library was supplied with the latest text publications of the "Bibliotheca Indica," and to the Punjab Text-Book Committee it was indebted for the present of a number of Vernacular works published in the Province.

During the year under report 73 works in 81 Volumes were added to the Library. Among these 39 works were received as presents from the Asiatic Society of Bengal, the Director of Public Instruction, Punjab, the Punjab Text-Book Committee, and other Donors.

House Examinations.

During the year 1893-94, 18 House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taken up by the students reading in the Degree and High School Classes. For the Oriental Titles Classes 16 House Examinations were held in the different branches of the Oriental Languages and Literatures taught and 2 House Examinations in English.

An Annual Examination was held at the close of the school-year, 1892-93, for the I Year Classes of the College and School comprising eight written papers. The promotions to the II Year Classes were made in accordance with the results shown by the students at this Annual Examination.

Remarks of the Oriental College Committee on the Statistical Report for 1893-94.

I.—The receipts of the Oriental College Budget for the year 1893-94 amounted to Rs. 22,094. Against this there is an expenditure of Rs. 19,702 in the year under report, so that a saving of Rs. 2,392 has accrued on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses, and on account of the absence of the Principal on furlough. To the saving on the Budget (Rs. 2,392) must be added receipts on account of fees (Rs. 494), making a total saving of Rs. 2,886.

II.—The total expenditure against the Oriental College Budget was Rs. 19,702, against Rs. 21,189 in the previous year. Towards this expenditure Rs. 3,120 were contributed by the Special Government Grant which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,950 (including Rs. 2,760 on account of substitutes for Assistant Professors transferred from the Government College, and Rs. 4,686 on account of Endowed Readers), and Rs. 975 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the roll on the 31st March, 1894, was 73 in the College and 54 in the School Department. These figures show an increase of one student in the College and of four students in the School Department against the number of students on the roll on the 31st March, 1893.

IV.—The scholars on the rolls on the 31st March, 1894, were divided according to creed as follows :—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	24	41	8	73
School do. ...	31	16	7	54
Total ...	55	57	15	127

V.—The following was the number of scholarship-holders (Government and University) and stipendiaries on the 31st March, 1894 :—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department ...	28	24	21	73
School do. ...	5	12	37	54
Total ...	33	36	58	127

By a comparison of the above figures with those reported on the close of the previous school-year, it will be seen that, while the number of stipendiaries has remained the same, and the number of scholarship-holders has been reduced by six, there has been a considerable increase (11) in the number of students reading without scholarship or stipend.

VI.—In addition to students actually belonging to the Oriental College, 135 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Seven teachers (among them the Principal) were either permanently or for part of their time engaged in the tuition of these classes.

VII.—The Scheme of Studies gives full information regarding the courses of lectures given to the several classes of the College and School Departments. These courses of instruction were based upon the courses of reading prescribed for the various Oriental Language and Degree Examinations of the Punjab University, and their arrangement shows that the tuition of the Arts and Oriental Title Classes, both in the College and School, continues to be carried on in strict conformity with the principles laid down by the Sub-Committee which considered in 1888 the re-organisation of the College.

The report futher contains a detailed account of the tuition in English which is maintained under the recommendations of the same Sub-Committee and in conformity with the Revised Regulations for the award of Oriental Title Diplomas for students reading in Oriental Titles Classes. The progress made in this branch of instruction was tested by the Special Examination in the English Language held by the University under the Revised Regulations, with the result that *all* the students (5) who had received the requisite amount of tuition, and were thus prepared to present themselves at the Examination, passed successfully and qualified for Diplomas of Oriental Titles. The Committee hopes that these students will find opportunities as teachers of Schools or Colleges to utilise their training in giving instruction in Classical Languages through the medium of English and in accordance with modern methods.

VIII.—The detailed statement given on page xxi of the Report will show that students of the Oriental College presented themselves at not less than 16 different Examinations of the University for 1894. The results recorded for these various examinations show a considerably increased average of passes, 74·3 % of the candidates from the Oriental College having been successful against 66·1 % in the preceding year. From the comparative statement given on page xxii, it will be seen that the pass percentages obtained by the Oriental College were in nine examinations higher than those recorded for the total of the candidates, and in three examinations equal to the latter.

Appendix F.

Report on the Oriental College, Lahore.

In six examinations, *viz.*, B. O. L., Intermediate (O.F.), Entrance (O.F.), Shástrí, Maulaví 'Alim, English Test,—the pass percentage for Oriental College students amounted to fully 100. It may also be noted that the total number of students (52) who have passed University Examinations in 1894 from the Oriental College was higher than that in any previous year since 1887.

The results of the year are also favorably characterised by the distinction which individual students of the Oriental College gained in these examinations. In the M.A. Examination the highest number of marks was gained by a candidate from the Oriental College who took up a subject of Arabic. It may be noted that this was the first candidate who has succeeded in gaining the M.A. Degree in that Language since the foundation of the University. In eight examinations students from the Oriental College secured the highest place in the order of merit list. In the B.O.L. Examination, 3 out of the 5 successful candidates of the Oriental College were placed in the Second Division, and similarly all candidates for the Entrance Examination (O.F.) who appeared from the College, succeeded in passing in the Second Division. The following list shows the examinations in which Oriental College students stood first in order of merit:—

M. A.	Examination (Arabic).
B. O. L.	,,
Intermediate (O. F.)	,,
Maulaví 'Alim	,,
Maulaví Fázil	,,
Munshí	,,
Munshí Fázil	,,
English Test	,,

In accordance with the success attending the above examinations, ten Government and University Scholarships, 3 Gold Medals, and one prize were secured by students of the Oriental College.

With reference to the results of the tuition given by the Oriental College Staff to students of the Government College, it may be noted with satisfaction that, as shown on page xxii of the Report, over 89 per cent. of all Government College students, who had taken up Oriental Classical Languages for the Intermediate and B. A. Examinations of 1894, passed with success in these languages in which they had received instruction in the Oriental College. This result was more favorable than any previously recorded for these classes. The highest places in Arabic and Persian at the B. A. Examination, and the first place at the Intermediate Examination, were secured by students who had received their tuition in these Languages in the Oriental College.

IX.—As in previous years, a regular system of House Examinations was maintained throughout the year under report. The award and tenure of stipends was, in accordance with the rules introduced in 1888, kept strictly dependent on the results obtained in these House Examinations.

With reference to the results shown by the students of the First Year Classes in the Annual College Examination a distribution of prizes took place on the 10th July, 1893. Prize books and money rewards had been provided for this purpose from donations made by the Vice-Chancellor, Mr. P. C. Chattarjí, F. S. Jamál-ud-dín, and other members of the College Committee. These were awarded by the Vice-Chancellor to the successful students after an address from the Principal and in the presence of the Committee and an invited company of guests.

X.—During the year under report the following changes in the teaching staff of the College have occurred:—

By the death of Pandit Gurú Prásáda, M. M., Head Pandit of the College, which took place on the 12th March, 1894, the College staff has lost one of its oldest and most efficient members, whose services in the Sanskrit Department reached back to the date of the foundation of the College. Pandit Gurú Prásáda had been ailing since the close of the year 1893, when he retired on sick leave to Benares, his native place. The Oriental College Committee as well as the Syndicate took occasion to record their high appreciation of the most valuable services which the late Head Pandit had rendered during a period extending over more than 23 years to the University and the Oriental College, and their regret at his death which deprived the institution of one of its most learned teachers.

The College Committee, with due regard to the importance of the post thus vacated, took early steps to secure a competent successor. The numerous applications which had been received for the appointment from different parts of India were carefully considered after the close of the year under report by the Vice-Chancellor and the College Committee, with the result that Pandit Sívadatta, formerly a teacher of the Sanskrit College, Jeypore, and the Editor of numerous well-known Sanskrit publications, was selected for appointment, first on probation for a period of three months. During the time of Pandit Gurú Prásada's illness, Pandit Syáma Dás was employed as Temporary Assistant Sanskrit Teacher to aid the College Staff in carrying on the tuition of the Sanskrit Classes of the Head Pandit.

During the year under report the Principal availed himself of six months' furlough to Europe, which began in the middle of July, and thus included the period of the Annual Vacation. During the remaining months of his absence, the late Head Pandit officiated as Superintendent of the Oriental College, and carried on the administrative duties of the Principal to the entire satisfaction of the Committee.

Shaikh Rahím Bakhsh, M.A., McLeod Arabic Reader, having been appointed for probationary service as Extra Assistant Commissioner, was permitted to resign his Readership from the 1st of March, 1894, after having discharged the teaching duties attached to the post for a period of over four years with conspicuous success. Since the close of the year under report Chaudhrí 'Ali Gauhar, who had distinguished himself by passing the M. A. Examination of 1894 in Arabic from the Oriental College, was appointed to the vacant Readership.

On the 5th May, 1893, L. Lakhsman Dás, who had gained distinction in the B. A. Examination of the year by standing highest in Sanskrit, took up the work of Kashmír-Sanskrit Reader on the Syndicate's nomination, and has since rendered valuable services in connection with the Sanskrit tuition of students belonging to the Government College while continuing his studies under the Principal's guidance for the M. A. Examination in Sanskrit.

Assistant Surgeon Amír Shah having been obliged to relinquish the appointment of the Kapurthala Natural Science Reader under the revised rules after a successful service of 11 years, L. Ruchí Rám, M.A., who had distinguished himself as a student, and subsequently as a Teacher of Science in the Government College, Lahore, was nominated to the vacant Readership with effect from 5th June, 1894.

Bhái Múl Singh, Assistant English Teacher, was granted leave, without pay, for six months from the 20th October, 1893, in order to enable him to take up a post in the Khálsa School, Amritsar. His duties were carried on by Lála Jívan Mal, holding an Anglo-Vernacular Junior Teacher Certificate, who was subsequently, on Bhái Múl Singh's resignation, confirmed in the appointment.

During the year under report M. 'Abdulla, Head Maulaví of the College, received the desired permission to resign the post of Superintendent of the Muhammadan Boarding House, with special regard to the fact that it was impossible for him to reside in the Boarding House. His duties were entrusted to Qází Zafar-ud-dín, Second Maulaví of the College.

M. Md. Shafiq-ul-Rahmán succeeded in June, 1893, to the Baháwalpur Arabic Readership, having stood first at the Maulaví Fázil Examination of the year. In accordance with the arrangements followed in previous years he was employed as Teacher of Arabic in the School Department.

Appendix G.

Report on the Medical College and School.

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1893-94.

Students.—The number of students attending the College and School during the year was 475, as compared with 397 in 1892-93, an increase of 78.

Of the total number 189 were attending the College in the University Class, and 286 the School in the Hospital Assistant Class, the figures for the previous year being respectively 158 and 239.

The increased attendance at the College was mainly made up of "free" or private students coming from various parts of India, including many from Bengal. Local scholarship-holders increased from 15 to 19. The number of students in the School varies from year to year, for the most part, according to the number of students ordered to be recruited for service under Government in the Military or Civil Department. During the past year Military medical pupils increased by 14, Civil pupils by 4, Local Fund stipend-holders by 13, and "free" or private students by 11. Female students increased from 4 to 7.

Examinations.—Sixty candidates appeared at the First University Examination; of these 3 withdrew owing to sickness or other causes before the examination was completed, and of the remaining 57, 17 or 29 per cent. satisfied the Examiners. At the Second or Final Examination 36 candidates entered their names; of these 2 withdrew—1 on account of sickness and 1 for private reasons before the examination commenced. Of the 34 who completed the examination, 7 or a little over 20 per cent. passed, 1 candidate obtaining the degree of M. B.

These results are so unsatisfactory it seems necessary to attempt an analysis of the causes leading up to them.

Apart from the fact that medical examinations are year by year increasing in scope and severity in consequence of the rapid advances made in Medicine and its allied Sciences during recent years, the following factors appear to have operated in rendering the results of the examinations under review what they are:—

(1). *Deficient preliminary education of the students.*—Attention has in former reports been directed to the fact that the Entrance Examination of Indian Universities, which, under existing regulations, qualifies for admission to the Medical Examinations of the Punjab University, is an insufficient test of general education in the case of medical students of the present day. Even in English Schools of Medicine where higher preliminary tests are exacted, students find considerable difficulty in following the lectures and understanding the text-books during their first year of study at all events. It is evident, therefore, that Indian students who have only reached such a minimum standard in general education as the Entrance Examination, and who are under the disadvantage of having to study abstruse sciences in a foreign language, must have much greater difficulties to contend with. It is scarcely to be expected that a student who cannot spell correctly or understand ordinary English words can acquire, in the allotted time, such an acquaintance with complex Sciences of the nature of modern Physiology and Chemistry as will satisfy University Examiners. This defect in general education is thus undoubtedly a powerful factor in the results of the Junior Examinations, and will be brought to the notice of the Syndicate of the University at an early date.

(2). *Inadequacy of the Teaching Staff of the College in point of numbers.*—The fact that the number of students attending

the College is outgrowing the capabilities of the Teaching Staff was commented upon in two previous reports. During the last five years the number of students in the University Class has risen from 85 to 189, and, as each member of the Professorial Staff, except the Professor of Anatomy, who has special duties, is required to teach at least two subjects, it will be at once evident that the individual attention given to each student must of necessity have been reduced in a serious degree.

In former years the Professors fulfilled the functions, not only of Professors, but also those of what are conventionally known as "grinders;" this, however, has now become an impossibility owing to the greatly increased size of the classes, and as the students are in most instances still in a stage in which they require, so as to speak, to be "spoonfed," it is scarcely a matter for surprise that a good many of them should fail.

It has been suggested that the frequent changes which have occurred in the Professorial Staff during the past year have had a deleterious effect on the work of the College, but this is not borne out by the results of the examinations, as the largest number of failures took place in Anatomy and Physiology, the Professors of which have not been changed during the past six years. It is evident, therefore, that the inadequacy of the Teaching Staff of the College in point of numbers is a matter which requires serious attention; and a comparison of the establishment with those of other great Medical Schools in India will show how great the inadequacy is.

(3). *Defects in the system of examining.*—The statutes of the Punjab University require that written examinations shall be conducted by persons other than those engaged in teaching the candidates, and in the case of the Examinations in Medicine it is necessary to select Examiners from amongst the Professors in the other Medical Colleges in India. There is no objection to this system in theory; but in practice it is found to have disadvantages which tell on the results of the examinations. Every Examiner has peculiarities, both as regards his questions and his system of marking, and in the case of other Universities the final results of an examination are not declared until the Examiners have met together and discussed the claims of each candidate. At these meetings any prominent peculiarities existing in a question paper or in the marks in a certain subject are discussed, and, if necessary, allowance made for them. In the case of the Punjab University such meetings of Examiners are impossible, and hitherto there has been no provision in the regulations under which reference can be made to an Examiner unless formal objections are lodged against any of the questions set. Instances have occurred where Examiners have confessed their ignorance of the pass standard of marks, and in the recent examinations several students failed in some subjects by one mark out of a total of 200. The regulations of the University also require that each candidate shall obtain 50 per cent. of the aggregate marks allotted in the examination, and amongst the candidates who recently failed to qualify in the Senior Examination six passed in all the subjects, but fell short of the compulsory aggregate by a few marks only; one candidate failed by 2 marks only, another by 7, another by 8, and another by 10, the necessary number being 675. If marking were done with mathematical precision no objection could be made to these failures; but the fact that marking is by no means accurately done is so far recognized in other Universities that cases such as those referred to would be revised and the candidates passed. Any attempt to lower the standard of the examination would be disastrous; but it appears that the peculiar position in which the Punjab University is placed has a tendency to render its Examinations in Medicine a more uncertain and inaccurate test than those of other Universities in India or elsewhere.

Appendix G.

Report on the Medical College and School.

The foregoing seem to be the chief influences affecting the results of the examinations, and there is no reason whatever to believe that there has been a falling-off in the teaching work done in the College.

At the Final Examination for the Hospital Assistant Diploma held in March, 1894, 59 candidates appeared, of whom 34 passed, 2 of these being females.

Attainments of students.—Sufficient has already been said regarding the general education of students in the University Class. An evidence of the general advance in education in the Punjab exists in the fact that, with very few exceptions, all the candidates for admission to the Hospital Assistant Class had passed the Anglo-Vernacular Middle School "Examination," whilst a much larger number than in former years had passed the Entrance Examination of the Punjab University. It is quite exceptional now to find a student who has not some knowledge of English, and many in the Hospital Assistant Class have a fairly good general education.

Expenditure (College).—The decrease of Rs. 10,065 in the expenditure from Provincial Revenues took place under the head of "Establishment," owing to the absence of the Principal on deputation, and the Professors of Chemistry and Pathology on furlough during part of the year, the officiating officers receiving less pay. The expenditure under the head of "Endowments and other Sources" was also less than that during the preceding year by Rs. 3,091, owing to a diminution in the amount spent in the purchase of furniture and appliances from the College Fund as compared with the figures for that year.

Fees paid by students increased by Rs. 1,732 during the year under review, the total receipts being Rs. 4,960. This increase is the result of the rapid growth in the attendance of students.

(*School*).—Expenditure from Provincial Revenues increased by Rs. 602, as compared with that for 1892-93, owing to the inclusion of an allowance of Rs. 50 paid to Assistant Surgeon Brij Lál Ghose, Rái Bahádur, in the expenditure of the School. In former years this expenditure was debited to the Mayo Hospital.

The total expenditure in the College and School amounted to Rs. 87,961, as against Rs. 98,825 in the preceding year; in this total, however, is included an item of Rs. 4,960, which, although in reality income from fees, is in accordance with the peculiar form in which the accounts are required to be presented, shown as expenditure. Deducting this sum the total expenditure stands at Rs. 83,001, which, divided amongst 475 students, represents an average cost of Rs. 175, as compared with Rs. 241 in the preceding year.

Scholarships and Stipends.—No change took place in the number of Government Scholarships sanctioned during the past year. The increase of Rs. 128 shown in the expenditure under this head from Provincial Revenues was caused by the admission of an additional female student, the number of scholarships sanctioned not being fully taken up in 1892-93. An increase of Rs. 80 took place in the amount paid in scholarships from Municipal Funds, owing to the allotment of a scholarship by the Delhi Municipality to a student selected by that body. Expenditure on scholarships paid from "Other Sources" increased by Rs. 737 in consequence of an increase in the rate of the scholarships paid by the Countess of Dufferin Fund to some of the female students, and also in consequence of the grant of a scholarship of Rs. 16 per mensem to a student of the Jind State.

Stipends.—The expenditure under this head increased by Rs. 5,507, as compared with the figures for 1892-93, owing to an increase of 36 in the number of stipends granted by Government to students in the Military, Civil and Burma Classes. As already stated, the number of stipends varies from year to year in accordance with the number of recruits required by Government. Of the total number of students attending the School 87·4 per cent. were in receipt of stipends, as against 89·5 per cent. in the previous year.

General Remarks.—Dr. F. J. Drury officiated as Professor of Pathology from the commencement of the year to the 15th August, 1893, and Dr. F. H. Burton Brown from that date up to the close of the year, during the absence on furlough of Dr. J. Murray. Dr. Fenton Evans officiated as Professor of Chemistry from the commencement of the year to the 15th November, 1893, and Dr. C. H. Bedford from that date to the close of the year, in the absence on furlough of Dr. D. St. J. D. Grant.

Dr. W. Coates was appointed Professor of Midwifery and Medical Jurisprudence on the 27th April, 1893, and, during his absence on deputation from the 10th November to the 22nd December, 1893, Dr. W. C. Roe officiated for him.

Dr. F. F. Perry officiated as Principal from the 19th April to the 13th November, 1893, during the absence on deputation of Dr. S. H. Browne.

At the close of the year Drs. R. H. Charles and F. F. Perry were transferred to other appointments, and it is no disparagement to their successors, Drs. J. C. Lamont and J. Clarke, to say that the College thereby sustained a serious loss; indeed it would have been difficult to devise a more severe blow at its efficiency than that which was involved in the simultaneous removal of Professors of Surgery and Anatomy who had both been in the College for many years, and whose ability had become widely recognized.

The past year has therefore been one of many and frequent changes in the Professorial Staff, a condition which must prove to some extent deleterious to the work of the College. The discipline during the year has been satisfactory.

No. 1.—NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1894.

	1893-94.	1892-93.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	28	30	...	2
Punjab Government female scholarship-holders	4	4	...	...
North-Western Provinces Government scholarship-holders	11	12	...	1
North-Western Provinces Government female scholarship-holders	1	...	1	...
District Fund scholarship-holders ...	2	4	...	2
Municipal Fund scholarship-holders	3	2	1	...
University and other scholarship-holders (including 8 of Dufferin Fund)	16	13	3	...
Punjab free students	99	64	35	...
North-Western Provinces free students	25	29	...	4
Total ...	189	158	31	...
MEDICAL SCHOOL.				
Military Medical pupils	97	83	14	...
Civil Medical pupils	36	32	4	...
Burma students	40	36	4	...
Hakim students	21	21	...	...
Government female students	7	4	3	...
Local students	48	35	13	...
Local female students	1	3	....	2
Free female students	1	1	...	...
Free students	35	24	11	...
Total ...	286	239	47	...

Appendix G.

Report on the Medical College and School.

No. 2.—EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES FOR 1893-94.

	1893-94.	1892-93.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	(a) 64,020 *	74,085	...	10,065
Endowments and other sources ...	(b) 1,771	4,862	...	3,091
Fees	(c) 4,960 †	3,228	1,732	...
MEDICAL SCHOOL.				
Provincial Revenues	15,542	14,940	602	...
Municipal Funds	28	28	...	...
District Funds	20	20	...	...
Subscriptions	35	36	...	1
Endowments and other sources ...	(d) 1,585	1,626	...	41
Total ...	87,961	98,825	...	10,864

* This item includes Rs. 1,564 on account of cost of chemicals and apparatus received for the Chemical Laboratory in April, 1894, and adjusted by the Accountant-General, Punjab, in his accounts for March, 1894, finally from the grant for the year 1893-94.

† This includes the sum of Rs. 182 spent in the purchase of chemicals, &c.

Notes by the Director of Public Instruction.

(a). Includes Rs. 3,903 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College :—

	Rs.
District Funds	2,056
Municipal Funds	1,847

Also includes Rs. 1,564 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(b). This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(c). Includes Rs. 182 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

(d). Includes Rs. 1,364 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and shown as such in General Tables.

No. 3.—STATEMENT OF SCHOLARSHIPS FOR THE YEAR 1893-94.

		1893-94.	1892-93.	Increase.	Decrease.
	MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues ...	8,025	7,897	128	...
	District Funds ...	226	532	...	306
	Municipal Funds ...	300	220	80	...
	University Funds ...	...	6	...	6
	Other sources ...	3,202	2,465	737	...
	MEDICAL SCHOOL.				
	Provincial Revenues ...	22,277	18,155	4,122	...
	District Funds ...	1,937	2,030	...	93
	Municipal Funds ...	597	502	95	...
	Other sources ...	3,000	2,250	750	...
	Total ...	39,564	34,057	5,507	...
	MEDICAL COLLEGE.				
No. of Scholarship-holders.	Government Scholarships	46	46	...	...
	District Scholarships ...	2	4	...	2
	Municipal Scholarships ...	2	2	...	...
	University and other Scholarships	15	13	2	...
	MEDICAL SCHOOL.				
No. of Stipend-holders.	Government Stipends ...	201	176	25	...
	District Stipends ...	18	17	1	...
	Municipal Stipends ...	5	4	1	...
	Other Stipends	26	17	9	...
	Total ...	315	279	36	...

No. 4.—STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1893-94.

Name of Examination.	Number of examiners.	Number of Passes.							Remarks.
		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.									
Junior Examination { Boys	48	...	...	9	2	5	...	16	
Junior Examination { Girls	9	...	1	...	...	...	...	1	
Senior Examination { Boys	33	...	2	3	...	2	...	7	
Senior Examination { Girls	1	...	...	...	...	...	...	...	
Medical School.									
Final Examination { Boys	56	...	...	17	3	12	...	32	
Final Examination { Girls	3	...	...	...	...	2	...	2	

Appendix H.

Report on the Central Training College, Lahore.

APPENDIX H.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1893-94.

On April 1st, 1893, the staff of the College was constituted as follows:—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal;

Lála Munshí Lál, M.A., (P. U.), Assistant Superintendent;

„ Jíya Rám, M.A., (P. U.), First Master and Translator (on furlough);

„ Súraj Naráin, Officiating First Master and Translator;

Pandit Iqbál Kishan, M.A., (P. U.), Second Master and Translator;

Lála Khushí Rám, M.A., (P. U.), Science Master;

M. Ahsán' Alí Khán, Oriental Teacher.

The following changes took place during the year :—

On July 8th I handed over the Principalship to Mr. Knowlton and proceeded to act as Inspector of Schools, Delhi Circle, for Mr. Harvey, and then for Mr. Lewis, M.A., Rái Bahádur Piyáre Lál, and Lála Ságar Chand, B.A., the Inspectors, respectively, of the Lahore, Jullundur, and Ráwalpindi Circles. I only rejoined the College on March 26th of the present year, so that I know but little of my own knowledge of the working of the College for eight and a half of the twelve months under review. The following is a detailed list of the changes which took place in the staff during the period :—

Lála Munshí Lál, M.A., was appointed to officiate for the Head Master of the Central Model School on the 8th of July, 1893, and Pandit Rám Lachhman officiated for the Assistant Superintendent of the Central Training College from 18th July, 1893, to September, 1893, after which M. 'Umr-ud-dín, M.A., acted as Assistant Superintendent up to 26th March, 1894.

Lála Jíya Rám, M.A., First Master and Translator, obtained extension of leave without allowances for one year from 1st February, 1894, and Lála Súraj Naráin officiated for him as First Assistant Master and Translator up to 26th September, 1893, when he was transferred to Delhi as Head Master, Normal School. M. Barkat 'Alí, B.A., District Inspector of Schools, Montgomery, was then called to officiate as First Assistant Master and Translator.

The following are the statistics in the prescribed form for the year under review :—

		1893-94	1892-93.	Increase.	Decrease.
Number of Scholars at the close of the year.		No.	No.	No.	No.
	Senior Anglo-Vernacular Class ... Teachers	2	2	...	...
	Senior Anglo-Vernacular Class ... Others...	11	10	1	...
	Total ...	13	12	1	...
	Junior Anglo-Vernacular Class ... Teachers	6	5	1	...
	Junior Anglo-Vernacular Class ... Others ..	15	15	...	...
	Total ...	21	20	1	...
	Senior Vernacular Class... Teachers	1	9	...	8
	Senior Vernacular Class... Others...	21	22	...	1
	Total ...	22	31	...	9
	Total ... Teachers	9	16	...	7
	Total ... Others...	47	47	...	...
	Grand Total ...	56	63	...	7
Expenditure.		Rs.	Rs.	Rs.	Rs.
	On Establishments and Contingencies. From Provincial Revenues	15,598	16,311	...	713
	On Establishments and Contingencies. „ other sources ...	...	43	...	43
	On Establishments and Contingencies. Total	15,598	16,354	...	756
	On Stipends ... From Provincial Revenues	8,206	7,614	592	...
	On Stipends ... „ District Funds	306	...	306	...
	Total	8,512	7,614	898	...
	Grand Total	24,110	23,968	142	...
Results of Examinations.		No.	No.	No.	No.
	Senior Anglo-Vernacular Certificate Examination	11	8	3	...
	Junior Anglo-Vernacular Certificate Examination	14	11	3	...
	Senior Vernacular Certificate Examination	16	25	...	9
	Number of Government stipendiaries ...	47	58	...	11
	Ditto other stipendiary students ...	9	4	5	...
	Ditto non-stipendiary students ...	...	1	...	1

Number and distribution of students.

Owing to the change in the date of the commencement of the session for Training Institutions, my report must differ somewhat in its scope from those of former years. During the period under review there were two sets of classes in the College, one, which I will call, for the sake of convenience, "The Old," who joined the College in October, 1892, and went up for the examinations in July, 1893; and the other, which I will call "The New," who joined in April, 1893, and went up for their examinations in April, 1894. In my last year's report I gave the number and distribution of students in "The Old" Classes, and now shall give you corresponding particulars of "The New" Classes; but, as I have received instructions from you that I am to embody in this report the results of the examinations held in April, 1894, that is, of the examinations in which the men of my New Classes appeared, I shall, for this year only, have two sets of examinations to deal with, as there were double classes this year, as the new session in 1893 commenced on the 1st May. The number of the students on the rolls from 1st May, 1893, to July, 1893, was 61 + 56, and after that 56 only, against 77 in 1892. My new Senior Anglo-Vernacular Class was composed of 3 B. As. and 10 F. As. (two of whom were teachers sent in by Inspectors), while the old was composed of 2 B. As. and 10 F. As.

The new Junior Anglo-Vernacular Class contained 6 teachers and 15 others, and the old contained 20 men, against 27 in 1892.

I had numerous applications for admission to the Anglo-Vernacular Classes, though some of the men who applied informally did not fill, sign, and return the forms of application sent to them. The new Vernacular Class contained one teacher and 21 others, and the old 29 men. The teacher was paid by the Inspector from his allotment.

Appendix H.

Report on the Central Training College, Lahore.

Expenditure.

The total expenditure during the year under report was Rs. 24,110, as against Rs. 23,968 in the previous year, or an increase of Rs. 142. The difference between the total expenditure of the year under report and the year previous to it is a slight one. There was a decrease of Rs. 756 in the expenditure on Establishment and Contingencies; but this decrease was more than counteracted by an increase of Rs. 898 in the expenditure on stipends.

Results of Examinations.

From "The Old" Senior Anglo-Vernacular Class 12 men appeared in the examination and 8 passed, of whom 3 stood in the First Division, as against 10 passes with 4 men in the First Division out of 16 candidates in the previous year. From "The New" Senior Anglo-Vernacular Class 13 men appeared in the Certificate Examination in April last, of whom 11 passed in the First Division.

All the men who failed did so in School Management. There were no failures in any of the other compulsory subjects; but 3 men out of each class failed in Mathematics. It is satisfactory to notice that the marks for the Practice of Teaching, and in a lesser degree for English, show an upward tendency from year to year. From "The Old" Junior Anglo-Vernacular Class 20 men went up and 11 passed, as against 17 out of 27 in 1892; and from "The New" Junior Anglo-Vernacular Class 14 men out of 21 sent up were successful. All the failures were in School Management; but from "The Old" Class 2 men failed in English also.

Great pains are taken in the teaching of School Management in the College, and the failures ought not to be so common as they are. I attribute them partly to the inexactness of the students, and the desire they all seem to have to write as much as possible, without thinking over or looking over the answers they show up, and partly, this in the case of the juniors, to the fact that the Entrance Examination of the Punjab University is not a sufficiently severe test in English for men to enter a College on. It is true that I hold an Entrance Examination myself, and so manage to weed out a number of the worst men; but even when this has been done, I find that I have but very inferior material to work on. The youths fresh from High Schools display a general ignorance of English, and show an inability to explain in it, or to understand lectures delivered in English, which would surprise any one who was not acquainted with the way in which the subject is taught in the average Middle or High School. As the rules of the Punjab Educational Code become more and more carefully observed, we may expect a corresponding improvement in our Training College results, as we shall have more time at our disposal for our legitimate College work, and shall not have to spend, as we have at present to do, a very considerable portion of our all too short session in instructing the young men who join in the English language and in teaching what they ought to have learnt in High Schools.

From "The Old" Senior Vernacular Class 29 men went up and 25 passed, as against 24 passes out of 34 in 1892. From "The New" Class 22 men appeared and 16 passed.

The failures call for no special comment; but I think that the marks obtained by the men of "The New" Class in Urdú were decidedly unsatisfactory, 14 men out of 22 getting less than 50 per cent. apiece, and 4 men obtaining a bare pass only; I shall see that in the current session the subject receives greater attention.

Criticism Lessons.

These lessons were delivered as in previous years, and Mr. Knowlton, when officiating as Principal, took special pains with them, and gave notes and hints of his, and some criticism forms published in book form have been found of great use to the students.

Physical Training.

This was not all that it should have been, as we had not, until last summer, a proper Gymnasium, and our teachers are not as well qualified as I could wish. Drill and Gymnastics are now, however, being taught systematically as parts of the College course, and I have every hope of much better results next year.

Boarding House.

Since the close of the year under report the students have been moved into the new Boarding House attached to the College, which will be, when finished, a building in every way suited to our requirements.

Throughout the year the conduct of the students in the Boarding House was most satisfactory. The men seemed happy and contented, and pulled well together. There were no disturbances or dissensions of any sort, nor were any signs visible of a spirit of unrest or upheaval such as we sometimes hear of among students at the present time.

This has been uniformly satisfactory, and I have no new remarks to offer under this head.

Conduct of the students.

This was largely used for practising purposes. All the men went to it in rotation and taught there under the superintendence of the Head Master, as in former years. They also attended the school simply for the purpose of listening to the teaching of the Model School Masters and observing their methods. The notes for the guidance of teachers when working in the Model School, Criticism Lesson Note Books, and Notes on Intellectual Education, all drawn up by Mr. Knowlton and used by the students, proved of great service, and distinctly, I think, improved the men's methods, as is seen by the high marks obtained by most of the men in the practical examination.

The Model School.

TRANSLATION DEPARTMENT.

The annexed statement of the work of the Translation Department will show that the Translators, who are also Teachers in the College, have done a considerable amount of valuable work.

The staff consisted, as usual, of the Frist and Second Assistant Masters and Translators, part of whose time is given to teaching in the College and part to translation work, compilation, revision, and reviewing of books. The post of the First Assistant Master and Translator was held by Lála Súraj Naráin from 1st April, 1893, to 26th September, 1893, as Lála Jíya Rám, M.A., was on furlough, and when Lála Súraj Naráin was transferred to the Delhi Normal School, it was held by M. Barkat 'Alí, B.A., from 1st November, 1893. The post of the Second Assistant Master and Translator was held by Pandit Iqbál Kishan from 30th March, 1893, to 31st March, 1894.

The work actually done by the staff amounts to—

(1). Revision and correction of the Geographical Reader for the Second Lower Primary Class, of translation of Fitch's Lectures, of Makhzan-i-Nasáyih, of Qá'ida-i-Muhammadí, of Urdú Qá'ida, and of the Persian Qá'ida.

(2). Translation of 9 Circulars of some Lesson Sheets and of Correction Slips.

(3). Reviewing of 10 books.

(4). Comparison of present and previous text-books in Arithmetic for Primary Schools and suggestions about these.

The work of each member of the staff is shown below :—

Lala Suraj Narain.

(1). Revised and corrected the Geographical Reader for the Second Lower Primary Class, the translation of Fitch's Lectures, the Makhzan-i-Nasáyih, the Qá'ida-i-Muhammadí, the Urdú Qá'ida, and the Persian Qá'ida.

(2). Translated 3 Circulars and 5 Lesson Sheets.

M. Barkat 'Ali.

Translated 2 Circulars in addition to Correction Slips (13 pages).

Pandit Iqbal Kishan.

(1). Translated 4 Circulars in addition to Correction Slips (9 pages) and some sheets.

(2). Reviewed Khán Khánán Náma, the Tafríh-ul-Tulba, the Third Agricultural Reader, the Mensuration for Middle Schools by Mr. Francis, the Life of Dr. Anandí Bái Joshí in Urdú, the Parts 1 and 2 of translation of Rick's Elementary Arithmetic, the Tahzíb-ul-Nafs, and the Anwar-ul-Akhláq.

(3). Compared the present and previous text-books in Arithmetic for Primary Schools, and prepared suggestions in conjunction with M. 'Umr-ud-dín, M.A.

Appendix I.

Report on the Veterinary College, Lahore.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE VETERINARY COLLEGE, LAHORE, FOR THE YEAR 1893-94.

I have the honor to forward, for your information, the Annual Educational Report of the Lahore Veterinary School for the year 1893-94.

New students.

The number of new students that entered this summer session was 49, *viz.*, 19 Military, 11 District, Municipal, State, and Wace scholarship-holders, and 19 free or unpaid students. For these 28 vacancies, 77 civilian candidates presented themselves. This year the candidates were not examined by the Educational Department, as they have now to be in possession of the Middle School Educational Certificate, *vide* letter, No. 1479, dated 5th September, 1892, from the Director of Land Records and Agriculture, Punjab. I do not think by this that there will ever be any lack of candidates, and I expect that they will be of a superior sort. Certainly the men who have entered this year are much superior in intelligence to those of former years.

Imperial Revenues. Appendix A.

2. There is an increase of Rs. 1,929 over last year on account of the Exchange Compensation Allowance drawn by the European Officers, and also on account of the whole of the Professor's pay being included, whereas formerly only the staff pay was drawn under this head.

Provincial expenditure.

There is a decrease of Rs. 1,206 over last year on account of decrease in the amount allowed in the Budget, the allotment for 1892-93 being Rs. 7,998, while it was for the year under report only Rs. 5,960, or Rs. 2,038 less than last year.

Income.

3. The income of the College from Fees and the Forge is Rs. 3,827-3-6, showing a decrease of Rs. 281-2-9 over last year. This I account for by the fall in exchange. Most of the paying patients are the property of the European inhabitants, "chiefly officials and others," in the neighbourhood of Lahore, and the loss they incur on home and family remittances is so great that they are obliged to cut down their personal expenditure in India "their horses amongst other things," and live in a different way to what they formerly did.

Stipends. Appendix B.

4. The stipends paid to students are shown in Appendix B, and are 25 compared to 27 last year.

Scholarships.

The scholarships in the College are—2 Provincial, of Rs. 8 and 6 per mensem, 5 from the John Lawrence Memorial Fund, and 2 from the Wace Memorial Fund of Rs. 15 and 11 each per mensem.

Final Examination. Appendix C.

5. The results of the Final Examination are shown in Appendix C. The total number of students who presented themselves for examination was 35, of whom 26 passed. This year the standard required to pass has been raised, *vide* Punjab Government letter, No. 223, dated 23rd March, 1893, to the old First Class, *viz.*, 40 per cent. of the marks required in each subject, and 50 per cent. of the total. The old Second Class standard of 25 per cent. in each subject and 35 per cent. of the total entitles the student to remain for one year more and to again come up for examination, when, if he again fails, he will have to leave the College.

Junior Examination.

6. The Examination of the Junior or First Year students for admission to the Senior or Second Year Class commenced on 28th April, 1894. Forty-nine students were examined, out of which 2 failed. These have been sent back till next year, when, if they again fail, they will have to leave the College, for it is no use keeping, what, in the English Medical Schools, are known as "Chronic students" blocking out more promising candidates when the accommodation is limited.

Board of Examiners.

7. The Board of Examiners consisted of Veterinary Major G. Rayment, Superintendent, Civil Veterinary Department, North-Western Provinces and Oudh, President, and Veterinary Lieutenants H. Maxwell, Superintendent, Civil Veterinary Department, Belúchistán and Deraját, and R. L. Crauford, Superintendent, Civil Veterinary Department, South Punjab, Members.

8. I still think that the Course of Study should be increased to three years. I have lately sent in a scheme for this to the Local Government, which, it is to be hoped, will be acted on. It will be noticed that out of the 9 candidates who failed, 7 did so in Surgery. This part of their education partakes of the nature of a handicraft, and personal supervision is required to be given to each student to enable him to acquire the necessary manual dexterity, and this I was quite unable to do. From 29th March, 1893, when Veterinary Lieutenant L. J. Blenkinsop, Professor at the Lahore Veterinary College, left for England, to 8th of November, 1893, when Veterinary Lieutenant Hugh A. Sullivan was appointed, I was entirely alone, and part of that time I was myself ill and unable to attend to my duties, or only able to do so in a very superficial manner. Veterinary Lieutenant H. A. Sullivan was a very junior officer, and had only been a short time in India, and could not speak the Vernacular, and furthermore, "as was only to be expected," was some time becoming acquainted with the College routine and practice, as he had never had any experience of teaching before. He has been ill since 25th of March last, and been obliged to go to England on sick leave, so since 29th March, 1893, I have, practically, been 9 months alone, and with the increasing current work of the College and Hospital I have not been able to give the proper amount of attention to the teaching, and hence the large percentage of failures in this one subject. I foretold this matter in para. 5 of the annual report on the College last year. I now mention it again also to point out the extraordinary delusion that exists, "arising, I suppose, from pure ignorance," that any junior Veterinary Officer, who has been only a few weeks in India, is capable of giving instruction in a technical subject in a foreign language, which he either cannot speak at all, or very imperfectly.

Increase of Course of Study.

Appendix A.

STATEMENT SHOWING EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES DURING THE YEAR 1893-94.

From	1893-94.	1892-93.	Increase	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	17,935	16,006	1,929	...
Provincial Revenues on Contingencies ...	15,759	13,836	1,923	...
Provincial Revenues on Stores from England ...	...	3,129	...	3,129
Total	33,694	32,971	723	...

Appendix B.

STATEMENT OF SCHOLARSHIPS AND STIPENDS, 1893-94.

		1893-94.	1892-93.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Imperial Revenues	...	168	...	168
	Provincial Revenues	168	...	168	...
	District Funds	1,461	1,932	...	471
	Municipal Funds	360	240	120	...
	Other sources, Lord Lawrence Memorial Fund	600	600	...	...
	" " Wace Memorial Fund ...	312	180	132	...
	" " State and Foreign Stipends	492	288	204	...
	Total	3,393	3,408	...	15
NUMBER OF HOLDERS OF	Government Open Scholarships	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarships	2	1	1	...
	State and Foreign Stipends	6	4	2	...
	Stipends from District and Municipal Funds	19	23	...	4
	Total	34	35	...	1

Appendix I.

Report on the Veterinary College, Lahore.

Appendix C.

STATEMENT SHOWING THE RESULTS OF THE FINAL AND FIRST YEAR EXAMINATIONS OF THE LAHORE VETERINARY COLLEGE FOR 1893-94.

		1893-94.	1892-93.	Increase.	Decrease.
Veterinary Assistants	Candidates	35	56	...	21
	Passes	26	49	...	23
First Year Class ...	Candidates	49	33	16	...
	Passes	47	33	14	...

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH LAST YEAR AT THE CLOSE OF THE YEAR 1893-94.

	1893-94.	1892-93.	Increase.	Decrease.
First Year students	49	33	16	...
Second Year students, or Final Class	35	56	...	21
Total	84	89	...	5

APPENDIX J.

Appendix J.

Report on the Mayo School of Art.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1893-94.

I have the honor to submit my report on the working of the Mayo School of Art, Lahore, for the year 1893-94.

Changes in the School Staff.

On May 5th, 1893, Mr. J. L. Kipling, C.I.E., retired from the service in consequence of impaired health, and I was appointed to officiate as Principal.

The post of Vice-Principal, the functions of which I have been performing in addition to my duties as Principal, has been vacant since that date.

Number of students.

The total number of students under instruction on the 31st March, 1894, was 139, and the average daily attendance 100, against 119 and 96 in the previous year. In spite of a large number having left the School during the year (*vide* list enclosed herewith), there is still an increase on that of the previous year of 20 and 4 respectively.

It is gratifying to observe that several scholars who have passed out of the Technical Schools of Amritsar and Lahore have come to the Mayo School of Art to continue their training.

The distribution with regard to subjects was as follows :—

I Division.—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20), and carpentry (44), reading, writing, and arithmetic ;

II Division.—Twenty-one boys learn building drawing from flat copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), elementary perspective part II, plane geometry (whole), and modelling ;

III Division.—Fifteen boys measured drawing from actual buildings, ornamental drawing and design (6 boys), carpentry (9 boys), light and shade, modelling in clay and moulding, perspective part IV, plane and solid geometry, the whole ;

IV Division.—Fifteen boys applied designs for architecture, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.

Engineering Class.

Twenty-three boys learn elementary building drawing, surveying, levelling, estimating building materials, construction.

Expenditure.

The following statement will show the amount expended during the year :—

ESTABLISHMENT AND CONTINGENCIES.

	Rs.	Rs.
From the Provincial Fund		13,048
From the Punjab University for the Engineering Class from the sources :—		
Provincial Revenues	232	
District Fund	20	
Municipal Fund	27	
Fees	134	
Subscriptions	34	
Endowments and other sources	218	
		665
Total ...		13,713

The following scholarships have been held during the year :—

	Rs.
From the Provincial Fund, 27 stipends ranging in value from Rs. 2 to Rs. 8	849

Appendix J.

Report on the Mayo School of Art.

From the District Fund, 6 stipends ranging from Rs. 6 to Rs. 10, as follows :—

		Rs.
2	Amritsar	85
1	Jullundur	72
1	Sháhpur	56
1	Siálkot	120
1	Jhang	96
	Total ...	429

From the Municipal Fund, 15 stipends from Rs. 5 to Rs. 10 each a month, as follows :—

11	Amritsar	874
2	Gujránwála	115
1	Tarn Táran	72
1	Bhera (Sháhpur)	50
	Total ...	1,111

From the Endowments and other sources —

Gwálior State	420
John Lawrence Scholarships	225
Total ...	645

The University of the Punjab has contributed towards the Engineering Class scholarships, 2 in number, from the sources below :—

	Rs.
Provincial Revenues	101
District Fund	8
Municipal Fund	12
Subscriptions	15
Endowments and other sources	95
Total ...	231

The total expenditure during the year from all sources has been Rs. 16,978, or Rs. 6,032 less than the previous year. This decrease in the expenditure is partly due to the fact that the post of the Vice-Principal has remained vacant since the retirement of Mr. Kipling, and partly to the reduction in salary of the Principal.

Success of students in obtaining employment.

A list is appended of students who have left the School with the amount of salary or earning they are now receiving so far as can be ascertained. It is gratifying to mention here that so many students have been able to obtain an opening of some sort in a sphere in which what they have learned at the School is likely to be of service to them.

Attainments of students on joining and their progress during the year.

The low level of general attainment of the youths who come to the School has been frequently commented on in previous reports, and there is nothing new to add on this subject. The general progress has been good, especially in the elementary classes.

Outside Schools.

The Industrial Schools of Amritsar and Delhi were inspected by the Principal as usual, and his reports were submitted to the Director in due course.

Punjab University Engineering Examination.

Though there were no students (Second Year) in the Engineering Class to appear for the First Examination in May, 1893, it is satisfactory to state that about a dozen pupils have obtained employment during the year under report. Six students appeared last May in the First Examination, and the result, which is not yet out, will be noted in our next report.

Work done outside the School Course.

The chief item under this head is the preparation for the Punjab Exhibition, to assist in which many of the students and all the Masters were employed, and although it slightly interfered with the regular course of the school work, it was for the cause for which the School strives; and it gave a practical training in decorating to designers, modellers, and painters; and gave all a knowledge of what the Province produces.

It gives me much pleasure to testify here to the admirable way in which the Masters and students of the School cheerfully assisted me to the utmost of their ability towards the end, giving up holidays that the work might be finished in time, and to the credit of those who had it in hand. I have also to remark on the excellent services of Lála Dhanpat Rái, the Registrar of the School, in the same connection. His efforts were untiring, and no small measure of the success of the Exhibition is due to the hearty manner in which he rendered me his assistance. Perhaps, I need hardly point out the extent of the work involved in organising an Exhibition of this kind; but when it is remembered that the current work of the School of Art and Museum had to proceed until near the time of opening, and that the School was minus of its Vice-Principal, it will be evident that the time was a busy one for all concerned.

LIST OF STUDENTS WHO HAVE LEFT THE SCHOOL DURING THE YEAR 1893-94.

No.	Name of student.	Period he remained in the School.	Employment or occupation.	Amount of salary or earning.
		Y. M. D.		Rs. A. P.
1	Karím Bakhsh I... ...	9 9 12	Employed with a private firm at Amritsar as a carpet designer (temporarily).	20 0 0
2	Gurdit Singh	7 3 16	Drawing Master at Cawnpur, North-Western Provinces.	40 0 0
3	Ziá-ud-dín	6 7 20	Draftsman Archæological Survey Department, Lucknow.	35 0 0
4	Arúr Singh	5 11 8	Irrigation Department, Khánki ...	40 0 0
5	Natha Singh	4 11 0	Wood-carver and Architect at Amritsar.	30 0 0
6	Nihál Singh	4 7 8	Sub-Overseer, Bári Doáb Canal, Jandiála Branch, Rasúlpur.	35 0 0
7	Bishan Singh	3 3 0	Sub-Overseer, Municipal Office, Amritsar.	25 0 0
8	Dwárka Náth	3 2 18	Died.	
9	Hákim Singh	3 0 4	Wood-carver at Lahore. About ...	20 0 0
10	Kishan Singh	2 9 8	Died.	
11	'Ali Ahmad II	2 9 20	Working at his hereditary trade—*Patolí*	10 0 0
12	'Abdul 'Azíz	2 4 21	Painter at the Railway Workshop ...	15 0 0
13	Sheo Qumár	1 8 22	Teacher of Photography at Ráwalpindi School.	40 0 0
14	Pála Singh	1 6 15	Teacher of Carpentry at Ráwalpindi School.	30 0 0
15	Muhammad Hamíd ...	1 2 0	Sent back to Gwálior on account of inaptitude.	
16	Rashíd Ahmad	1 2 0		
17	Jánki Parshád	1 2 0		
18	Ghulám Nabí	1 2 11	Not known.	
19	Kesar Singh	1 4 12	Wood-carver at Lahore ...	15 0 0
20	Partáp Singh	0 11 0	Draftsman at Sharak (Belúchistán).	30 0 0
21	Shám Dás	0 11 22	Reading in the Oriental College.	
22	Rahím Bakhsh	0 11 18	Working at his hereditary trade—Potter	
23	Barkat 'Alí	0 9 25	Not known.	
24	Firoz-ud-dín	0 3 0	Working at his hereditary trade—*Patolí*	
25	Rám Náth	0 5 0	Not known.	
26	Nizám Dín	0 3 0	Village carpenter.	
27	Ghulám Rasúl	0 2 7	Tracer, Public Works Department, Irrigation Branch, Amritsar.	15 0 0
28	Bakhshí Rám	0 6 26	Transferred to the Engineering Class.	
29	Jánki Náth	0 6 22	Not known.	
30	Vír Singh	0 11 10	Sub-Overseer, Jandiála ...	35 0 0
31	Maula Bakhsh	1 4 5	Blacksmith, Railway Workshop, Lahore	
	ENGINEERING CLASS.			
32	1. Díwán Chand ...	1 5 15	Rejoined Government College.	
33	2. Mokand Lál	1 0 0	Drawing Teacher, Ráwalpindi School.	35 0 0
34	3. Chohar Rám ...	0 6 8	Died.	
35	4. Gurmukh Singh ...	0 5 0	Employed as Sub-Overseer, Irrigation Branch, Ferozepore.	40 0 0
36	5. Kahan Chand	1 9 9	Draftsman, Public Works Department	40 0 0
37	6. Kanhaiya Lál ...	0 11 0	Joined Postal Department ...	15 0 0
38	7. 'Abdullah	1 0 0	Draftsman at Jammú ...	25 0 0
39	8. Khair Dín	1 0 0	Do. do. ...	25 0 0
40	9. Ashraf Beg	1 10 1	Draftsman, Irrigation Branch, Public Works Department, Lahore.	Not known.
41	10. Hukam Chand ...	0 4 0	Not known.	
42	11. Jhanda	0 9 15	Do.	
43	12. Mangat Rái	0 3 0	Surveyor, Chenáb Canal ...	40 0 0

Appendix K.

Punjab Text-Book Committee.

APPENDIX K.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1893-94.

Membership and meetings.

The Committee was re-constituted during the year. The term of office of Díwan Narendra Náth, M.A., and Mr. J. L. Kipling, C.I.E., having expired, the Punjab Government nominated Lála Umráo Singh, M.A., and Lála Hans Ráj, B.A., to fill the vacancies. The following Government nominees were re-appointed for a further term of two years :—

1. Rev. Dr. C. W. W. Forman.
2. Rev. Dr. J. C. R. Ewing, M.A.
3. E. B. Francis, Esq., C.S.
4. W. Bell, Esq., M.A.
5. J. Campbell Oman, Esq.
6. F. H. Andrews, Esq.
7. Dr. M. A. Stein.
8. Pandit Bhánú Datt.
9. Maulaví Muhammad Dín, M.O.L.
10. Bhái Gurmukh Singh.
11. The Principal, Central Training College.
12. The Registrar, Education Department.

The following University nominees were re-appointed for a further term of two years :—

1. Rev. S. S. Allnutt.
2. Sardár Sir 'Attar Singh, Mahamahopadhaya, K.C.I.E.
3. Honorary Surgeon Rahím Khán, Khán Bahádur.
4. Rái Bahádur Lála Piyáre Lál.
5. Bábú Chandra Náth Mittra.
6. Faqír Saiyad Jamál-ud-dín, Khán Bahádur,
7. Sardár Dharm Singh, Soín.
8. Pandit Gurú Parshád, Mahamahopadhaya.

The vacancies caused by the expiry of the term of office of Mr. Channing, Dr. Dickson, Mr. Rodgers, Assistant Surgeon Muhammad Husain Khán, and Professor Sási Bhushan Mukarji were filled up by the appointment of Rev. Dr. J. W. Youngson, Mr. T. Gordon Walker, Surgeon-Captain Charles, M.D., Mr. J. G. Gilbertson, and Lála Madan Gopál.

At the close of the year, the Committee suffered a loss by the death of Pandit Gurú Parshád, Mahamahopadhaya, who was always ready to help the Committee with his opinion and advice in respect to Hindí and Sanskrit books of various kinds. During his seven years' connection with the Committee, the late Pandit took great interest in the work of the Committee, and his loss is all the greater, as the Hindi and Sanskrit Sub-Committee is not, by any means, a strong one.

Meetings of the General Committee and Sub-Committees.

During the year under report, the General Committee met six times, as against four times in the year 1892-93. The Sub-Committees and Special Committees met 22 times, as against 24 in the previous year. Five Sub-Committee meetings could not be held for want of the necessary quorum. A few words might not be out of place with reference to this point. When the Sub-Committees were re-constituted in November, 1893, it was hoped that, as members had, in almost all cases, been appointed to the Sub-Committees selected by themselves, the meetings would be more largely attended than had been the case before. But unfortunately this expectation was not realised. The consequence has been that the Committees' business has practically been carried on by just a few willing workers, as will be evident from the Proceedings of the Sub-Committees.

I may here, on behalf of the Committee, thank Miss Francis and the following gentlemen who, although not members of the Committee, have

favoured it with their opinions on proposals or publications submitted to them for consideration or review :—

Col. J. A. L. Montgomery; Mr. Dallinger; Mr. W. A. Robinson; Mr. B. G. Ussher; Mr. H. T. Knowlton; M. Muhammad Yusaf 'Alí Khán; Munshí 'Umar-ud dín, M.A.; M. Ghulám Ahmad Khán, E.A.C; Assistant Surgeon Saiyad Amír Sháh, Khán Bahádur; Lála Hem Ráj, M.A.; Pandit Iqbál Kishan, M. A; Lála Ruchí Rám, M.A.; Lála Ságar Chand, B A.; Bhái Arjan Singh, E.A.C.; Lála Jíya Rám, M.A.; Lála Munshí Lál, M.A.; Lála Shiv Diyál, M.A.; Lála Amolak Rám; Lála Nand Kishor, B.A.; Pandit Rám Lachhman; Lála Fateh Chand, B.A.; Lála Súraj Naráin; Bábú Harí Singh; Lála Sheo Lál, B.A.; Mr. Golak Náth Chattarjí, B.A.; The Head Master, European Boys' High School, Lahore; The Head Master, Central Model School, Lahore; The Principal, Municipal Board College, Amritsar; The Principal, Scotch Mission College, Siálkot; the Head Masters of the Municipal Board Schools at Umballa, Mooltan, Hoshiárpur, Rewárí, Pesháwar, Jhang, Ferozepore, Ludhiána, Jullundur, Gurdáspur, Abbottábád, Bannú, Kohát, Jagádhrí, Karnál, Jhelum, Rohtak, Dera Ghází Khán, and Qasúr; the Head Masters of the Mission Schools at Gujrát, Amritsar, Ráwalpindi, Wazírábád, Mooltan, and Jullundur; the Head Master, Normal School, Lahore; the Head Masters of the District Board Schools at Gurgáon and Pálampur; the Head Master, A. S. V. Jubilee School, Delhi; and the Head Master, Punjábí High School, Amritsar.

General review of work.

I.—The English Sub-Committee dealt with the following important matters :—

1. Revision of the English Readers for Middle Schools;
2. English Readers for the 4th and 5th Primary Classes;
3. Manual on the Study of English;
4. Better printing and illustrating of English Readers.

The revision of the First and Second Readers for Middle Schools was taken in hand in 1892. Of these the Second Reader was revised and printed last year. The First Reader was entrusted to Mr. Bell about the close of the year; and that gentleman, it is understood, is now engaged in its compilation. Meanwhile, as a book was urgently wanted for the 1st Class of Middle Schools, and the republication of the old edition was not considered desirable, Mr. Robertson's *Orient Reader* No. III was prescribed as an alternative with P. C. Sircar's Reader, pending the preparation of the new Reader.

The preparation of English Readers for the 4th and 5th Classes of Primary Schools, as desired by Government on the recommendation of the General Educational Conference of 1892, was at first entrusted to a Sub-Committee. But later on Colonel Holroyd's new book, entitled "*English for Beginners, the First Book,*" was provisionally adopted for the 4th Class, and the preparation of a Reader for the 5th Class was deferred pending the final settlement that might be arrived at in regard to Colonel Holroyd's book.

As regards the *Manual on the Study of English*, which was entrusted in 1892 to a Special Committee, it was found that the work was not likely to be completed, unless entrusted to a single person. Before the close of the year, Mr. Knowlton agreed to undertake the preparation of the required Manual, with the help of a native member of the Central Training College staff, and to submit a syllabus of the proposed work to the Committee before proceeding with the actual compilation of the book.

The General Committee considered, and seemed disposed to accept, a proposal made by the Sub-Committee that the English books of the Committee might be printed in England, in order to secure better printing, superior finish, and appropriate and well executed illustrations. Estimates for such work have been called for from three leading English Publishers, and it is hoped that satisfactory arrangements for publication may be made with one or other of them.

In addition to this, the Sub-Committee considered forty works on English Language, Literature, and Grammar; *twenty-four* of these were approved and either prescribed for school use or patronized by the purchase of copies. The remaining *sixteen* were adjudged unsuitable for any of the purposes of the Committee.

II. The Technical Sub-Committee dealt with the following important matters :—

1. Encouraging and developing the means of producing at Lahore suitable illustrations for text-books;
2. The preparation of a Syllabus of Object Lessons;
3. Notes of Object Lessons for the guidance of Teachers;

Appendix K.

Punjab Text-Book Committee.

4. Revision of the Departmental Urdú edition of Euclid—Books I to IV;
5. Revision of the Departmental Urdú Text-Book on Algebra;
6. Manual of Office Correspondence and Précis Writing for the Clerical and Commercial Examinations recently introduced;
7. Manual for the Normal Schools;
8. Agricultural Readers for Zamíndárí Schools;
9. A Manual of Mensuration for Middle Schools, by Mr. E. B. Francis;
10. Elementary Text-Book on Domestic Economy;
11. A proposal to prepare Wall Sheets for teaching Persian Writing;
12. School Lesson Sheets: Agricultural Series Nos. I and II;
13. Supply of Scientific Instruments for Scientific Teaching and Kindergarten materials to selected schools.

The question of book illustrations was brought to some settlement before the close of the year. In July, 1893, a Special Sub-Committee was appointed to consider the whole question, and, on the recommendation of that Sub-Committee, provision was made, to the extent of Rs. 500, in the new year's Budget for a grant-in-aid to the Principal, Mayo School of Industrial Art, Lahore, who had laid before the Committee specimens of excellent process work done in the School, and would invest this money in the purchase of such appliances as might be necessary for carrying on operations in the same direction. It is certainly gratifying that this important matter, which has a very intimate connection with the advance of sound education in the Province, is fairly in the way of a satisfactory settlement.

The Syllabus of Object Lessons, which had been in hand since last year, was completed and provisionally adopted; and before the year came to a close, the preparation of Notes to accompany this Syllabus was entrusted to Mr. Tydeman, Head Master, Cathedral Orphanage School, Lahore.

Professor Sasí Bhushan Mukarjí's revised 4th Book of Euclid, in Urdú, was considered and approved. This completed the revision, on satisfactory lines, of all the four books of the Departmental Urdú edition of Euclid.

The second part of the Revised Departmental Algebra, which was entrusted to Mr. Golak Náth, Chattarjí, B. A., was being awaited when the year closed.

No progress has been made in the preparation of either the Manual for Normal Schools, or the Manual of Office Correspondence and Précis Writing. Finding that the gentlemen to whose hands these proposed works had, in the first instance, been committed, were unable to complete them, the Committee decided that they should be entrusted to Pandit Iqbál Kishan and Mr. Hawkins, respectively.

Lála Rachí Rám's Third Agricultural Reader was considered, approved, and prescribed. This completes the series of Agricultural Readers for Zamíndárí Schools.

The Manual of Mensuration for Middle Schools, drawn up by Mr. E. B. Francis, is still under consideration. It has been resolved to consult a number of Head Masters on the suitability of this work as a text-book for Middle Schools.

No progress was made with the Elementary Text-Book of Domestic Economy, which was entrusted to Lála Harí Charan Dás Datta, of Gujránwála. Finding that the Lála had, apparently, no time to prepare it, it was arranged, in order to avoid further delay, to get Miss Bose, of Atárí, to undertake the book.

The Committee considered a proposal to prepare Wall Sheets for teaching Persian Writing. The Principal, Central Training College, was asked to say if the sheets could be designed by his staff.

School Lesson Sheets: Agricultural Series, Nos. I and II, prepared under the auspices of the Government of India in the Agricultural Department, were considered, and the Committee resolved that Local Bodies might advantageously supply their schools with these useful publications.

The Committee decided to spend £20 in purchasing two sets of Scientific Teaching Aids and Kindergarten Materials, one set to be kept in the Educational Museum of the Committee, and the other to be distributed amongst selected schools. The Technical Sub-Committee also considered 27 general works; out of these 13 were approved and recommended; the rest could not be made use of.

III. The Urdú Sub-Committee considered the following matters :—

1. Revision of Urdú Courses for Normal Schools;
2. Revision of Urdú Courses for the Central Training College;
3. Revision of Urdú Courses for the 1st, 2nd, and 3rd Classes of Middle Schools;
4. Revision of the Departmental Series of Urdú Readers;
5. Revision of Urdú Copy-Slips and Copy-Books.

The revision of the Urdú Courses for Normal Schools and the Central Training College was completed.

The consideration of the revised drafts of the Urdú Courses for the 1st and 2nd Classes of Middle Schools was deferred on account of the reviewer having delayed sending in his report. Before the close of the year these Courses were referred, for careful and detailed criticism, to three gentlemen selected for this duty on account of their special qualifications. Early action will be taken on receipt of their opinions.

The Secretary called for reports on the Fifth, Sixth, Seventh, and Eighth Urdú Readers of the Punjab Series, while the Director of Public Instruction, on his part, had appointed a Special Committee to consider and report upon these Readers, amongst some other text-books now in use. The results of the deliberations of this Sub-Committee were not known in the Office of the Text-Book Committee when the year closed.

As regards the Copy-Slips and Copy-Books, it was resolved to improve the paper, and also to reconsider the price in the revised edition.

In addition to the above, the Urdú Sub-Committee considered 48 publications of various kinds; out of these only nine were approved; the rest being adjudged unsuitable.

IV. The History and Geography Sub-Committee dealt with the following :—

1. The scheme of Geographical Readers devised by the Educational Conference of 1892, approved by Government, and entrusted to the Text-Book Committee for the purpose of being carried out;
2. Hindí Geography of the Punjab;
3. Proposals to facilitate the teaching of Geography in the Elementary Schools of the Province by means of charts, &c., illustrative of Geographical terms;
4. Scheme to improve the quality of the maps used in the Schools of the Province.

As regards the Geographical Readers, the Reader for the 2nd Class Primary, prepared by Lála Mádho Naráyan and revised in the Central Training College, was sent back to the Principal of the College for further revision with a view to its simplification. The Readers for the 3rd and the 5th Classes are under preparation by Lála Daya Rám. That for the 4th Class has been approved and prescribed. The Geographical Manual (in English) for the Middle School Classes is being prepared by Mr. H. T. Knowlton. The Hindí Geography of the Punjab was completed and ordered to be printed.

The Mayo School of Industrial Art is still preparing the designs for charts, diagrams, &c., illustrative of Geographical terms.

Munshí Guláb Singh was asked to submit new specimens of well mounted and carefully varnished maps, and as he did not send in these specimens until the last week in March, the Committee could not consider them before the close of the year.

In addition to the above, the Sub-Committee considered 17 publications, of which 10 were adjudged unsuitable for any of the purposes of the Committee. The rest were approved and recommended.

Appendix K. Punjab Text-Book Committee.

V. The Hindí and Sanskrit Sub-Committee considered the following matters:—

1. The Revision of the Hindí-Sanskrit Dictionary;
2. Translation into Hindí of the Departmental Readers;
3. Hindí Translation of the First and Second Agricultural Readers;
4. Hindí Copy-Slips.

It was decided to bring out a new edition of *Shabdarath Bhanu* which has been very carefully revised by Pandit Bhánú Datt. Estimates for printing have been called for, and, when these are received, the work will be put in hand.

The Fourth, Fifth, and Sixth Urdú Readers (Punjab Series) have been translated into Hindí and prescribed. A translation of the Seventh Reader also was considered, and, though approved, could not be made use of, in view of the probability that the Seventh Urdú Reader would itself have very shortly to be carefully revised.

Hindí Translations of the First and Second Agricultural Readers were put in hand.

The Hindí Copy-Books, prepared by the Committee, were considered and carefully compared with similar Copy-Books in use in Bombay, the Central Provinces, and the North-Western Provinces. As our specimens were far superior to those obtained from the other Provinces, the former were recommended for adoption. This recommendation did not come before the General Meeting before the close of the year.

In addition to the above, the Sub-Committee considered 17 publications, of which 10 were made some use of.

VI. The Gurmukhí Sub-Committee considered the following matters:—

1. The Panjábí Dictionary;
2. Translation into Gurmukhí of the Departmental Readers;
3. Translation into Gurmukhí of the First and Second Agricultural Readers;
4. Revision of *Asín Kíkar Naroye Rahye*;
5. Translation into Gurmukhí of the District Geography of Jhang.

Very little progress was made in the preparation of the Panjábí Dictionary, and only 72 pages of the book were submitted to this office during the year. The Publisher has greatly delayed the preparation of the book, and I do not think it will be completed for some time, if he does not accelerate his present rate of progress.

The translation into Gurmukhí of the Fifth and Sixth Urdú Readers has been completed. A translation of the Seventh Reader also was received; but it could not be made use of in view of the fact that the new work itself is about to be very radically overhauled.

The revision of *Asín Kíkar Naroye Rahye* was completed.

The translation of the District Geography of Jhang, and of the First and Second Agricultural Readers, was put in hand.

In addition to the above, 17 publications of a general character were considered; 7 of these were approved, and the rest found unsuitable.

VII.—The Arabic and Persian Sub-Committee dealt with the following matters:—

1. Text-Books of Persian Grammar for Middle and High Schools.
2. Revision of Text-Books in Arabic in use in the 2nd and 3rd Classes of Middle Schools.

The *Sarf-o-Nahv-i-Fársi* which is the Text-Book in Grammar for the Middle Schools, is complete, and the *Jami'-ul-Qawá'id*, the Text-Book for High Schools, is in hand. Munshí 'Umar-ud-dín and Maulaví Muhammad Dín, who are preparing the work, are expected to complete it shortly.

Some criticisms on the Second Arabic Reader having been received, the Committee called for reports from the teachers of Arabic in a few selected Schools in the Province; and in this connection very carefully considered the Text-Books in Arabic read in the various classes of Middle

Appendix K.
Punjab Text-Book Committee.

Schools and Departments. As the result of this, the whole question of revising the Text-Books in Arabic for the 2nd and 3rd Classes was entrusted to a Special Sub-Committee.

In addition to the above, the Sub-Committee considered 10 publications, out of which 7 met with approval, and the rest were considered unsuitable.

VIII.—The Library Sub-Committee considered the following questions : —

1. Reference Library and Museum ;
2. Purchase of Books for the Library ;
3. Additional accommodation for Library and Office ;
4. Translation into Urdú of English books, other than text-books, with a view of affording wholesome and instructive reading for the people ;
5. Recommendation of books of a healthy moral tone for School Libraries ;
6. Books for School Libraries.

In July, 1893, the Sub-Committee laid down rules for the management of the Library, and in that month and again in March recommended the addition, by purchase, of a large number of new books to the Library. These recommendations were duly sanctioned and carried out. The Library is daily expanding, mostly through the liberality of publishers and authors, and on account of this increase in the number of books, as well as the accumulation of office records, the present accommodation is utterly inadequate. Serious inconvenience was felt for these reasons, and an application for increased accommodation was sent up to Government. The Government sanction was obtained, but want of funds prevented the work from being commenced. Meanwhile, the needs of the Committee were urgent, and, in view of the circumstances of the case, the Committee offered to contribute to the cost of erecting the additional rooms a sum of Rs. 2,500, if the Public Works Department would find the balance.

The Committee took a practical step in the direction of encouraging the development of Vernacular literature by adopting a scheme, according to which 5 books under each of the heads—Biography, Scientific Knowledge, Descriptive Geography and Travels, General History and Technical Knowledge—will annually be translated into Urdú, and published at the expense of the Committee.

As required by the Director of Public Instruction, the Sub-Committee recommended a supplementary list of books (of the value of Rs. 30) which the Managers of Schools are invited by the Director of Public Instruction to provide for their Schools.

The Sub-Committees considered in all 162 books. Of these 72 were utilised for the different purposes of the Committee, and 90 were considered for various reasons unsuitable.

Office.

In the office 1161 letters of all kinds (including acknowledgments for books sent out in connection with the Rs. 3,000 Assignment) were received. The number of letters issued was 614, including 55 circular letters issued to 709 persons ; and one hundred and forty-six books were sent out for opinions. The number of packets containing 2531 gift books sent out was 539.

The Assistant Secretary, Lála K. B. Thápar, has, I am glad to say, performed his duties in a very efficient manner, and the Clerk, who is also Librarian, has given me entire satisfaction.

From February, 1894, the services of the Clerk and the Chaukídár, who up to that time had been serving the Punjab Association as well as the Committee, were secured wholly for the Text-Book Committee, at an increased outlay of Rs. 33-8 per mensem.

Library.

One thousand five hundred and ninety-four volumes of all kinds were added to the Library during the year, and 628 volumes lent out during the same period. Handsome gifts of books were received from several English firms, who exhibited books in the recent Punjab Exhibition. These will be duly acknowledged, and the books will be brought under consideration, in detail, as opportunity offers. A supplementary catalogue is under preparation, and will be ready before the end of 1894.

Appendix K.

Punjab Text-Book Committee.

Interesting and valuable additions were made to the Educational Museum in the shape of Object Lesson Cards and Cabinets of Objects, Diagrams, Charts, &c.

Encouragement of good books.

The Government grant of Rs. 3,000 for the purchase of books to be given away to Schools was reduced to Rs. 1,500 during the year. The reduced grant was fully utilised.

Finances.

The year opened with a balance of Rs. to the credit of the Committee.	1,944	3	8
The Receipts amounted to	9,996	5	9
Total Rs. ...	11,940	9	5
The Disbursements came to	8,808	5	2
And the year closed with a balance of Rs. to the credit of the Committee.	3,132	4	3

This is a satisfactory result, considering that this year the Committee paid nearly Rs. 3,500 in honoraria to authors, translators, &c.

List of Books considered and approved.

No.	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
1	*Longmans' Readings in Modern Prose.*	Recommended to be prescribed for High School Libraries.
2	*New Translation Exercises for Middle School Students*, by Lála Dwárka Parshád.	Patronised by the purchase of copies for School Libraries.
3	*First Book of English*, by Colonel Holroyd.	Prescribed for use in the 4th Class of Primary Schools for one year.
4	*Orient Reader, No. III*, by Eric S. Robertson.	Prescribed for use in the 1st Class of Middle Schools as an alternative text-book with the corresponding Book in P. C. Sarkar's Series until the Punjab Reader is ready.
5	*Struggles in the Dawn*, by Professor J. Campbell Oman.	Patronised by the purchase of copies for School Libraries.
6	*Four Years in an English University*, by Mr. Satthianadhan.	
7	*Life of Christ*, by Hillard.	To be placed in the Reference Library of the Committee.
8	*Johnson's Life of Addison*, by Ryland.	
9	*Selections from Pope's Works*, by Deighton.	
10	*Milton's Paradise Regained*, by Deighton.	
11	*Massingers! A New Way to Pay Old Debts.*	
12	*Byron's Childe Harold.*	
13	*Hereward the Wake*, by Kingsley.	
14	*Westward Ho!* by Kingsley.	
15	*The English Citizen: His Life and Duties*, by C. H. Wyatt.	
16	*Fourth Form Reader*, by Sirinavasa Varadarachari & Co., Madras.	
17	*Fifth Form Reader*, by ditto.	
18	*Sixth Form Reader*, by ditto.	
19	*Picturesque Geogl. Readers I—IV.*	
20	*Primary Latin Exercises*, by Hooper and Herring.	
21	*First Latin Translation Book*, by Thomas and Turner.	

No.	Name of Book and Author.	Remarks.
22	*The Statesman Series*, (W. H. Allen & Co.), *comprising Foxe, Gambetta, Bolingbroke, Palmerston, Prince Consort, O'Connell, Metternich, Webster, Derby, Grattan, and Beaconsfield.*	The volume on *Prince Consort* patronised by the purchase of copies for Schools.
23	*Natural History Readers, Standard* 1—7 (W. H. Allen & Co.)	Patronised by the purchase of a set for every European School in the Province.
24	*Grammatical Primer, C. V. E. S.*	Passed and recommended for the 1st Class of Middle Schools.
	Mathematics, Science, and Technical Education.	
25	*Arithmetic for Schools*, by Lock and Lewis.	Recommended to be prescribed as the sole text-book in Arithmetic for the A. V. Middle Schools.
26	*Bāghbān-i-Zarā'at*, by the late Munshí Nathú Rám.	Recommended for use in Normal Schools.
27	*Euclid Book IV*, revised and edited by Bábú S. B. Mukarji.	Approved of.
28	*Maiyar-ut-Ta'lím*, by Pandit Iqbál Kishan, M.A.	Patronised by the purchase of copies for School Libraries.
29	*Urdú edition of Lála Ruchí Rám's Mechanical Powers.*	Ditto ditto.
30	*Algebra*, by Ray ...	Ditto ditto.
31	*Third Agricultural Reader*, by Lála Ruchí Rám.	Prescribed for the 5th Class of Zamíndárí Schools.
32	*Risála Ibtidáí Hisáb ma' Taríqa Ta'lím*, in two parts, by Lála Nihál Chand, Normal School, Delhi.	Patronised by the purchase of copies.
33	*Ta'lím Atfál*, a lecture on Kindergarten, by Pandit Telú Rám.	
34	*Longman's Junior School Mensuration.*	Part I (the first 64 pages) of this book recommended as alternative with Todhunter's book in Anglo-Vernacular Middle Schools.
35	*The Technical World: a* Scientific periodical.	It was agreed to subscribe for two copies.
36	*Three Pamphlets in Urdú*, by Lála Ruchí Rám, giving directions regarding the performance of certain experiments in physics.	Patronised by the purchase of copies for School Libraries.
37	A number of small Tracts known as the "Simla Tracts," published by Mr. Coldstream.	It was decided to ask the District and Municipal Boards to patronise these useful publications extensively.
	Urdu Language and Literature.	
38	*Urdú Course for Normal Schools*, revised by the Central Training College Staff.	Approved and prescribed.
39	*Urdú Course for Training Colleges*, revised by the Central Training College Staff.	
40	*Urdú Translation of Fitch's first four Lectures on Education*, by Lála Raghbar Diyál, English Teacher, Normal Model School, Delhi.	Purchase of 30 copies for Normal School sanctioned.
41	*Urdú Translation of Butler's Analogy*, by Rev. H. R. Williams.	Patronised by the purchase of copies for disbribution among High Schools for native boys.
42	*Urdú Qawá'id Ferozí*, by Maulaví Ferozdín, Teacher, Municipal Board School, Siálkot.	To be included in the list of books to be kept in the Libraries of Middle Schools.
43	*Sawánah 'Umrí of Dr. Anandabáí Joshí*, translated by Ahmad 'Alí Khán.	Patronised by the purchase of copies for School Libraries.

No.	Name of Book and Author.	Remarks.
44	*Biographies in Urdú*, by Mr. Forbes, Christian College, Lucknow, comprising—*Life of Lady Dufferin, Life of the Marquis of Lansdowne, and Life of Prince Albert Victor.*	Patronised by the purchase of copies.
45		
46		

History and Geography.

47	*Simla ke Zile ka Jughráfia*, revised edition.	Approved of.
48	*Geography of Asia*, (Philip's Geographical Manuals.)	Patronised by the purchase of copies among High Schools.
49	*History of India for Beginners*, by 'Abdul Karím.	Recommended to be brought to the notice of Managers of European Schools.
50	*History of the Punjab*, by Khán Bahádur Saiyad Muhammad Latíf.	To be placed in the Reference Library of the Committee.
51	*Longmans' Summary of English History.*	Recommended to be brought to the notice of Teachers in High Schools.
52	*Geographical Reader* for the 4th Class, by Bháí Lakhmír Singh.	Approved and prescribed for the 4th Class of Primary Schools.
53	*Bhugol Punjab*, as revised by Pandit Rám Lakshman, Assistant Inspector of Schools.	Passed and prescribed.

Hindi and Sanskrit.

54	*Hindí Translation of Urdú ki Chauthí Kitáb*, by Pandit Bhánú Datta.	Approved of.
55	*Hindí Translation of Urdú kí Pánchwín Kitáb*, by Pandit Bhánú Datta.	Ditto.
56	*Hindí Translation of Urdú kí Chhatí Kitáb*, by Pandit Bhánú Datta.	Ditto.
57	*Hindí Translation of Urdú kí Sátwín Kitáb*, by Pandit Bhánú Datta.	Approved of, but no use can be made of this, as the Urdú book itself is shortly to be thoroughly revised.
58	*Simriti Prakásh*, by Lála Nihál Chand, Honorary Magistrate, Muzaffarnagar.	Patronised by the purchase of copies for distribution among selected Schools.
59	*Kindergarten Instruction*, by J. Elliott, Esq., Inspector of Schools, Northern Circle, Jubbulpur.	Ditto.
60	*Bhaggyavatí*, by the late Pandit Shardha Rám Phillauri.	Patronised by the purchase of copies.
61	*Dharm Siksha*, Allahabad Literary Institute.	Brought to the notice of Managers of Hindí Schools.
62	*Savitri*, by Lála Síta Rám.	Patronised by the purchase of copies for distribution among Schools.
63	*Bhásha Ramayan*, by Pandit Kálí Prasád Tiwárí.	

Gurmukhi.

64	*The Panjábí Dictionary.*	Proofs of 72 pages only submitted and passed during the year.
65	*Gurmukhí Primer*, by Bábú Mohan Singh, Head Master, Khálsa Middle School, Amritsar.	Approved of. Negociations for purchasing all rights of the book are progressing.
66	*Gurmukhí Translation of Fifth Urdú Reader*, by Bháí Hazára Singh.	Passed.
67	*Gurmukhí Translation of Sixth Urdú Reader*, by Bháí Hazára Singh.	Ditto.
68	*Asin Kíkar Naroye Rahiye*, by Miss Pogson.	Approved, and copyright purchased.

No.	Name of Book and Author.	Remarks.
69	*Panjábí Grammar*, rivised edition (Ludhiána American Mission.)	Patronised by the purchase of copies.
70	*Panjábí Proverbs*, by Pandit Bhánú Datta.	
	Arabic and Persian.	
71	*Fiqrát-i-Mahmúdia*, by M. Muhammad Mahmúd 'Ali, Deputy Inspector of Schools, Muzaffarnagar.	Patronised by the purchase of copies for distribution among School Libraries.
72	*Sarf-o-Nahv-i-Fársí*, by Maulavís Umar-ud-dín and Muhammad Dín.	Approved.

Text-Books and other work completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
1	*Hindí Translation of the Fourth Urdú Reader.*	Completed.
2	*Hindí Translation of the Fifth Urdú Reader.*	Ditto.
3	*Hindí Translation of the Sixth Urdú Reader.*	Ditto.
4	*Panjábí Dictionary.*	Proofs of 72 pages were received and passed during the year.
5	*Revision of Miss Pogson's Asín Kikar Naroye Rahye*, by Bháí Gurmukh Singh.	Completed.
6	*List of Panjábi Books*, recommended for Girls' Schools Libraries.	Under preparation.
7	*Revision of the Scheme of Studies in Arabic for Secondary Schools above the 1st Middle Class.*	A Special Committee is reporting on the question.
8	*A Manual of Geography (in English) for Middle Schools.*	Under preparation.
9	*Elementary Geographical Manual for the 2nd Class Primary.*	Under revision in the Central Training College.
10	*Elementary Geographical Manual for the 3rd Class Primary.*	Under preparation.
11	*Elementary Geographical Manual for the 5th Class Primary*	Ditto.
12	*Simla ke Zile ka Jughráfia.*	Revision completed.
13	*Revision of Urdú Courses for Normal Schools.*	Completed.
14	*Revision of Urdú Courses for the Training College.*	Ditto.
15	*The proposed Manual on the Study of English*, recommended by the Educational Conference of 1892.	Under consideration.
16	*Revised English Reader for the 1st Class of Middle Schools.*	Ditto.
17	*Proposals for encouraging and developing the means of producing illustrations for Text-books.*	Under consideration.
18	*Syllabus of Object Lessons*	Approved and prescribed.
19	*Notes of Lessons to accompany the above.*	Under preparation.
20	*Manual for Normal Schools* ...	Mr. Cope having been unable to complete the work, it was resolved to ask Pandit Iqbál Kishan to take it up.

Appendix K.

Punjab Text-Book Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
21	*Revision of Euclid, Book IV*, by Bábú S. B. Mukarjí.	Completed.
22	*Revision of the Departmental Algebra*, by Mr. G. N. Chattarjí.	First part completed, and second parts under preparation.
23	*Manual of Office Correspondence and Précis Writing.*	Mr. Leigh, to whom the work was at first entrusted, having been unable to do it, the question of giving it to some one else is under consideration.
24	*English Reader for the 4th Class Primary.*	Completed and provisionally prescribed.
25	*English Reader for the 5th Class Primary.*	The preparation of this has been deferred until the Reader for the 4th Class is finally settled.
26	*Revised Geography of the Panjab in Hindí.*	Completed.
27	*The Proposed Popular Descriptive Account of the British Empire.*	The Committee, recognising the work as a very valuable undertaking and certain to be useful for general purposes, will be prepared to patronise it, and to recommend it to Government for patronage, although it is not itself disposed at the present time to undertake the large financial responsibility of the production of a work of this nature.
28	*Third Agricultural Reader*, by Lála Ruchí Rám.	Approved and prescribed.
29	*Revision of Urdú Copy-Slips and Books.*	In hand.
30	*Revision of Shabdárath Bhánu* ...	Completed and ready for the Press.
31	*Encouragement of Vernacular Literature.*	Proposals to translate annually into the Vernacular and publish five useful books other than text-books, with a view to afford wholesome and instructive reading to the people, were sanctioned.
32 to 34	*Revision of Urdú Courses for the 1st, 2nd, and 3rd Classes of Middle Schools.*	In hand.
35 to 36	*Mensuration Manual for Middle Schools*, by Mr. E. B. Francis, and translated by Munshí Amír Chand	Under consideration.
37	*Revision of the Departmental Text-Books of Euclid.*	Completed.
38	*Elementary Text-Book on Domestic Economy.*	Under preparation.
39	*Proposals to illustrate the teaching of Geography in Elementary Schools of the Province by means of charts, &c., of Geographical terms.*	Charts under preparation.
40	*Scheme to improve the quality of the maps used in the Schools of the Province.*	The Contractor submitted fresh maps at the close of the year, which were under consideration.
41	*Revision of Sarf-o-Nahv-i-Fársí*, by Maulavís Muhammad Dín and 'Umar-ud-dín.	Completed.
42	*Revision of Jamí-ul-Qawá'id*, by Maulavís Muhammad Dín and Umar-ud-din.	In hand.
43	*Hindí Copy-Slips* ...	Ready for issue.
44	*Gurmukhí Translation of Fifth Urdú Reader*, by Bháí Hazára Singh.	Passed and prescribed.
45	*Gurmukhí Translation of the Sixth Urdú Reader*, by Bháí Hazára Singh.	
46	*The necessity or otherwise of preparing Wall Sheets for teaching Persian Writing.*	Under consideration.
47	*Moral Readers for Schools, especially Girls' Schools.*	Under consideration.

List of Books for School Libraries.

No.	Name of Book and Author.	Remarks.
1	*Longmans' Readings in Modern Prose*	High School Libraries.
2	*A Store-house of Stories*, by C. M. Yonge.	Recommended in accordance with the Director of Public Instruction's Circular No. 28, dated 8th September 1892.
3	*Stories of Insect Life*, by C. M. Yonge.	
4	*Health and Education*, by Kingsley.	
5	*True Words for Brave Men*, by Kingsley.	
6	*General Gordon: A Brief Sketch*, by Baines.	
7	*Heroes of Industry*	
8 to 11	*Rulers of India Series: Akbar, Dalhousie, Lawrence, and Canning.*	
12	*Cassell's Technical Educator* ..	
13	*Anglo-Indian Worthies*, by Henry Morris, C.S.	
14	*Urdú Qawá'id Ferozí*, Part I, by M. Feroz-ud-dín, Municipal Board School, Siálkot.	Middle School Libraries.

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee acknowledge receipt, with thanks, of gifts of books, sent either direct to the Secretary, or through the Director of Public Instruction, from Messrs. Macmillan and Co; Longmans, Green and Co; Blackie and Sons; W. and R. Chambers; George Bell and Sons; W. H. Allen and Co; and Percival and Co. It is to the interest of publishers to bring their Publications to the notice of the Committee even though they may not be prescribed as text-books.

The Committee are also indebted to the following Publishers for the very large number of books, maps, charts, and educational appliances, exhibited at the last Punjab Exhibition, and afterwards made over to the Committee:—Messrs. Macmillan and Co.; Mr. E. J. Arnold; Messrs. George Bell and Sons; Messrs. Longmans, Green and Co.; Messrs. Ruddiman Johnston and Co.; Messrs. W. & A. K. Johnston; Messrs. W. and R. Chambers; Messrs. T. Nelson and Sons; Mr. Thomas Laurie; Messrs. G. W. Bacon and Co.; the Society for Promoting Christian Knowledge and the National Society; Mr. Edward Stanford; and the Clarendon Press. These gifts constitute a very valuable addition to the Committee's Reference Library.

Some of these Publishers have favoured the Committee with spare copies of their Catalogues, which will be distributed among the Arts Colleges and Schools of the Punjab.

II.—General Additions to the Library.

1.	509	Books on English Language, Literature, and Grammar.
2.	42	„ on Biography.
3.	83	„ on Science.
4.	253	English Readers.
5.	56	Books on History.
6.	109	„ on Mathematics.
7.	86	„ on Geography, Travels, Sports, and Atlases.
8.	146	Maps, Charts, and Educational Appliances, &c.
9.	9	Books on Philosophy.
10.	38	„ on French Language.
11.	9	„ on German Language.
12.	30	„ on Italian Language.
13.	15	„ on Commercial Education.
14.	28	„ on Physical Education.
15.	20	„ on General Education.
16.	9	„ on Technical Education.
17.	103	„ in Urdú, Persian, Language and Literature.
18.	30	Hindí and Sanskrit books.
19.	19	Gurmukhí books.

The total addition to the Library, therefore, is 1594 volumes. Out of these, 1343 have been received from the Exhibition.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, PUNJAB, FOR THE YEAR 1893-94.

The opening balance of Secretariat Books held on commission sale by Munshí Gulább Singh and Sons amounted, at the commencement of the year, to Rs. 1,445-8-3. No books were supplied during the year. A sum of Rs. 446-6-5, being proceeds of sales effected up to the close of the year, was paid into the Treasury, leaving a balance of Rs. 999-1-10, which represents the value of books, less discount at 10 per cent., still in the hands of the Contractor (*vide* Statement No. I).

2. The balance due by Munshí Gulább Singh and Sons, on account of Government share of copy right in text-books, stood on 1st April, 1893, at Rs. 4,786-0-10, and the sum due on publications issued during the year amounted to Rs. 9,364-8-7, making a total of Rs. 14,150-9-5. The payments made into the Treasury to the credit of the Text-Book Committee during the year aggregated Rs. 9,297-5-7, leaving a balance of Rs. 4,853-3-10 still due, mostly on account of books published, but not submitted to be stamped up to 31st March, 1894.

3. During the year under report 68 books or editions were brought out with an average of about 7600 copies to each edition. The printing and paper were of the prescribed standard.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHÍ GULÁB SINGH AND SONS FROM 1ST APRIL, 1893, TO 31ST MARCH, 1894.

(I).—*Account of Secretariat Books held on Commission Sale.*

Credit.	Total. Rs.	A.	P.	Debit.	Total. Rs.	A.	P.
Payments made during the year	446	6	5	Balance on 31st March, 1893	1,445	8	3
Balance due	999	1	10	Books supplied during the year	...	...	...
Total	1,445	8	3	Total	1,445	8	3

(II).—*Account of Government Shares of Copyright in the Departmental Text-Books published by the Contractors.*

	Rs.	A.	P.		Rs.	A.	P.
Payments made during the year	9,297	5	7	Balance on 31st March, 1893	4,786	0	10
Balance due	4,853	3	10	Government shares of copyright in books published by the Contractors during the year	9,364	8	7
Total	14,150	9	5	Total	14,150	9	5

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1893-94.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
Total Area in Square Miles.	Number of Towns* and Villages.	Population.†		*University Education.* Arts Colleges.	*University Education.* Professional Colleges.	*School Education, General.* Secondary Schools.	*School Education, General.* Primary Schools.	*School Education, Special.* Training Schools.	*School Education, Special.* All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
110,667	Towns ... 178 Villages 34,664 Total 34,842	Males 11,255,986 Females 9,610,861 Total 20,866,847	Institutions. For Males...	9	1	283	1,787	6	7	2,093	585	5,275	7,953	Institutions to number of towns and villages. 22·82
			For Females,	...	...	28	322	...	...	350	...	1,023	1,373	3·94
			Total ...	9	1	311	2,109	6	7	2,443	585	6,298	9,326	26·76
			Scholars. Males ...	870	189	51,328	85,611	278	1,100	139,376	7,957	87,188	234,521	Male scholars to male population of school-going age. ‡ 13·89
			Females...	...	...	2,048	10,774	...	...	12,822	...	14,082	26,904	Female scholars to female population of school-going age. ‡ 1·86
			Total ...	870	189	53,376	96,385	278	1,100	152,198	7,957	101,270	261,425	8·35

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

(For Details, see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,42,409	63,129	8,71,458	4,09,811	63,037	81,913	16,31,757	66,926	44,451	1,65,383	1,52,705	3,61,375	34,020	2,15,182	10,40,042	28,81,125
For Females	...	...	1,26,353	82,973	...	...	2,09,326									
Total	1,42,409	63,129	9,97,811	4,92,784	63,037	81,913	18,41,083	66,926	44,451	1,65,383	1,52,705	3,61,375	34,020	2,15,182	10,40,042	28,81,125
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·70	5·87	15·68	2·35	6·63	5·83	43·06	1·38	4·79	16·18	7·41	23·20	0·70	3·28	56·94	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·15	·32	15·48	49·15	·23	...	65·33	·21	...	2·19	7·83	12·52	1·79	10·13	34·67	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·45	·53	55·46	17·25	·02	1·25	75·96	...	...	·36	4·51	11·25	1·61	6·31	24·04	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·94	2·19	34·63	17·11	2·19	2·84	63·90	2·33	1·54	5·74	5·30	12·54	1·18	7·47	36·10	100

3. Average Annual Cost of educating each Pupil in—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	219 1 5	270 14 2	13 0 4	8 9 1	157 12 4	64 15 0	64 10 5
	Cost to Local & Municipal Funds	...	19 6 8	0 6 9	0 15 4	3 13 8	0 1 10	1 13 4
	Total Cost ...	302 11 8	314 1 2	38 1 0	13 2 5	161 10 1	88 7 1	88 6 8
Local Fund Schools.	Cost to Provincial Revenues ...	...	...	0 1 8	0 0 3	...	...	0 0 6
	Cost to Local Funds	...	...	5 0 11	4 6 2	...	...	4 7 9
	Total Cost ...	...	...	7 10 3	4 13 3	...	...	5 3 9
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 2 1	0 2 4	...	...	0 2 2
	Cost to Municipal Funds ...	94 4 3	...	7 8 5	4 15 5	...	19 10 5	6 13 8
	Total Cost ...	149 4 9	...	16 7 8	6 9 3	...	19 12 9	13 6 8
Aided Institutions.	Cost to Provincial Revenues ...	53 7 6	...	10 5 8	1 13 11	...	24 11 10	7 15 2
	Cost to Local & Municipal Funds	8 1 0	...	1 8 11	0 11 11	...	...	1 5 9
	Total Cost ...	177 1 11	...	35 3 1	8 6 6	...	74 2 5	27 11 4
Unaided Institutions ...	Total Cost ...	54 14 5	...	11 1 2	6 8 10	...	...	11 9 0
All Institutions.	Cost to Provincial Revenues ...	75 11 2	270 14 2	2 11 8	0 3 9	157 12 4	48 11 0	2 11 7
	Cost to Local & Municipal Funds	7 4 8	19 6 8	5 7 5	4 1 8	3 13 8	3 15 0	4 10 2
	Total Cost ...	173 7 3	314 1 2	18 11 10	5 6 9	161 10 1	73 11 7	12 8 10

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	199	188	169	1	31	30	25	3	326	321	302	3	241	211	183
Oriental	...	...	...	...	...	...	...	...	1	73	71	56	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																
Medicine	1	189	201	191	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	388	389	360	1	31	30	25	4	399	392	358	3	241	211	183
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	4	1,238	1,253	1,088	22	7,011	7,224	5,962	23	6,628	6,656	5,531	9	2,477	2,611	2,020
Middle Schools — English	...	...	...	...	54	9,955	9,817	8,056	28	3,658	3,674	3,101	20	2,455	2,308	1,910
Middle Schools — Vernacular	...	...	...	...	122	17,802	17,627	14,572	...	...	...	...	1	104	124	103
For Girls. — High Schools	2	300	301	290	...	...	...	...	5	300	268	248	...	...	..	...
Middle Schools — English	...	...	...	...	...	...	...	...	14	790	732	654	...	...	...	...
Middle Schools — Vernacular	...	...	...	...	5	308	306	254	2	350	337	229	...	...	...	...
Total	6	1,538	1,554	1,378	203	35,076	34,974	28,844	72	11,726	11,667	9,763	30	5,036	5,043	4,033
PRIMARY SCHOOLS— For Boys	5	528	478	400	1,686	79,548	74,953	61,692	71	4,362	4,019	3,269	25	1,173	1,123	910
For Girls	...	...	...	...	202	6,575	6,283	4,716	113	3,961	3,804	2,846	7	238	210	163
Total	5	528	478	400	1,888	86,123	81,236	66,408	184	8,323	7,823	6,115	32	1,411	1,333	1,073
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	278	390	375	...	...	...	...	..	...	...	...	...	...	...	...
Schools of Art	1	139	129	100	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	..	...	...	...	1	169	97	75	...	...	...	...
Medical Schools	1	286	302	277	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	275	281	228	2	147	218	157	...	...	...	...	...	...	...	...
Other Schools	1	84	84	80	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	1,062	1,186	1,060	2	147	218	157	1	169	97	75	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	23	3,516	3,607	3,198	2,094	121,377	116,458	95,434	261	20,617	19,979	16,311	65	6,688	6,587	5,289

PRIVATE INSTITUTIONS ...	1. *Advanced Teaching*— (*a*). Arabic or Persain		
	(*b*). Sanskrit		
	2. *Elementary teaching a Vernacular only or mainly*	For Boys	
		,, Girls	
	3. *Do. do. the Qurán**	For Boys	
		,, Girls	
	4. *Other Schools not conforming to Departmental Standard* ...	For Boys	
		,, Girls	
		TOTAL	
		GRAND TOTAL	

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	797	797	656	...	4	25	637	130	1	...	...	(a) Classification—
1	73	57	73	18	...	...	32	41	...	...	...	*I Division.*—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20 boys), and carpentry (44), reading, writing, and arithmetic.
1	189	189	...	...	6	7	141	35	...	11	...	*II Division.*—Twenty-one boys learn building drawing from copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), perspective part II, plane geometry whole, modelling.
10	1,059	1,043	729	18	10	32	810	206	1	11	...	
58	17,354	12,586	12,694	16,279	572	273	10,501	5,985	23	4	...	
102	16,068	8,098	7,814	15,888	253	62	10,672	5,002	79	28	...	
123	17,906	...	7,258	17,880	...	112	11,271	6,509	14	...	...	
7	600	600	160	186	456	139	...	...	5	...	5	*III Division.*—Fifteen boys learn building drawing from originals, ornamental drawing and design (6 boys), and carpentry (9 boys), light and shade, modelling, perspective part IV, plane and solid geometry whole.
14	790	655	53	190	604	174	2	2	8	...	11	
7	658	4	110	658	..	15	417	226	...	..	...	
311	53,376	21,943	28,089	51,081	1,885	775	32,863	17,724	129	32	16	
1,787	85,611	1,400	14,855	85,536	76	58	49,727	35,642	108	35	...	
322	10,774	133	248	10,672	90	167	6,361	4,070	86	...	44	
2,109	96,385	1,533	15,103	96,208	166	225	56,088	39,712	194	35	44	*IV Division.*—Fifteen boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.
6	278	34	182	274	...	1	178	99	...	...	...	
1	(a) 139	...	...	...	1	...	73	65	...	...	...	
1	169	154	...	15	...	2	145	22	...	...	...	*Engineering Class.*—Twenty-three boys learn elementary building drawing, surveying, levelling, estimating, building materials, and construction.
1	286	...	...	286	...	4	198	84	...	9	...	
3	(b) 422	63	15	394	...	...	179	243	...	...	...	(b) Two hundred and one boys learn carpentry and drawing, 134 learn carpentry only, 60 learn drawing, and 43 learn engraving.
1	(c) 84	...	...	...	...	...	20	64	...	...	...	
13	1,378	251	197	969	1	7	793	577	...	9	...	(c) All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, and Materia Medica.
2,443	152,198	24,770	44,118	148,276	2,062	1,039	90,554	58,219	324	87	60	
466	6,224	...	5,939	441	...	...	260	5,957	7	...	...	
119	1,733	...	1,670	67	...	...	1,732	1	...	...	...	
1,450	32,852	1	1,738	32,282	...	48	23,908	8,802	94	52	...	
59	1,054	...	33	1,048	...	...	798	254	2	...	41	* The Qurán, Shástras, or other religious books by rote.
3,410	40,711	...	40,141	890	...	...	881	39,805	25	621	...	
933	11,440	...	11,414	37	...	...	173	11,267	...	...	433	
415	13,625	64	472	13,187	58	601	5,125	6,752	1,089	...	...	
31	1,588	97	38	1,485	51	53	724	707	53	...	27	
6,883	109,227	162	61,445	49,437	109	702	33,601	73,545	1,270	673	501	
9,326	261,425	24,932	105,563	197,713	2,171	1,741	124,155	131,764	1,594	760	561	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1893-94.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.		Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																
	Managed by Government.				*Aided by Government.*				*Unaided.*												
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Others.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SECONDARY SCHOOLS.																					
School Education, General. — For Boys... High Schools	2	374	363	337	2	191	174	167	...	...	...	...	4	565	565	155	385	565	...	4	...
For Boys... Middle Schools	...	...	...	...	7	262	237	203	...	...	...	...	7	262	262	10	82	251	11	28	...
For Girls... High Schools	2	300	301	290	3	147	125	119	...	...	...	...	5	447	447	80	33	447	...	...	5
For Girls... Middle Schools	...	...	...	...	11	608	559	495	...	...	...	...	11	608	608	49	27	604	4	...	11
Total	4	674	664	627	23	1,208	1,095	984	...	...	...	...	27	1,882	1,882	294	527	1,867	15	32	16
PRIMARY SCHOOLS.																					
For Boys	...	...	...	...	2	75	58	40	...	...	...	...	2	75	75	...	...	75	...	35	...
For Girls	...	...	...	...	3	86	79	55	1	13	13	11	4	99	99	...	..	90	9	...	44
Total	...	...	...	...	5	161	137	95	1	13	13	11	6	174	174	...	...	165	9	35	44
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION,	4	674	664	627	28	1,369	1,232	1,079	1	13	13	11	33	2,056	2,056	294	527	2,032	24	67	60
PRIVATE INSTITUTIONS ... ... Schools not conforming to Departmental Standard ... ... For Boys													3	58	58	48	11	58	...	...	...
„ Girls													3	51	51	20	...	51	...	...	18
Total ...													6	109	109	68	11	109	...	...	18
GRAND TOTAL ...													39	2,165	2,165	362	538	2,141	24	67	78

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

EDUCATION—GENERAL.

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	199	188	169	1	31	30	25	3	326	321	302	3	241	211	183
University Education. — ARTS COLLEGES. — Oriental	...	...	...	...	...	...	...	...	1	73	71	56	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	189	201	191	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Total	2	388	389	360	1	31	30	25	4	399	392	358	3	241	211	183
SECONDARY SCHOOLS.																
School Education, General. — For Boys. — High Schools / Middle Schools — English	2	864	890	751	22	7,011	7,224	5,962	21	6,437	6,482	5,364	9	2,477	2,611	2,020
School Education, General. — For Boys. — Middle Schools — Vernacular	...	...	...	...	54	9,955	9,817	8,056	21	3,396	3,437	2,898	20	2,455	2,308	1,910
	...	...	...	...	122	17,802	17,627	14,572	...	...	...	...	1	104	124	103
School Education, General. — For Girls. — High Schools / Middle Schools — English	...	...	...	...	...	...	...	...	2	153	143	129	...	...	...	...
School Education, General. — For Girls. — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	3	182	173	159	...	...	...	...
	...	...	...	...	5	308	306	254	2	350	337	229	...	...	...	...
School Education, General. — Total	2	864	890	751	203	35,076	34,974	28,844	49	10,518	10,572	8,779	30	5,036	5,043	4,033
School Education, General. — PRIMARY SCHOOLS. — For Boys	5	528	473	409	1,686	79,548	74,953	61,692	69	4,287	3,961	3,229	25	1,173	1,123	910
School Education, General. — PRIMARY SCHOOLS. — For Girls	...	...	...	...	202	6,575	6,283	4,716	110	3,875	3,725	2,791	6	225	197	152
School Education, General. — Total	5	528	478	400	1,888	86,123	81,236	66,408	179	8,162	7,686	6,020	31	1,398	1,320	1,062
SCHOOLS FOR SPECIAL INSTRUCTION.																
School Education, Special. — Training Schools for Masters.	6	278	390	375	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	1	139	129	100	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	1	169	97	75	...	...	...	...
School Education, Special. — Medical Schools	1	286	302	277	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	1	275	281	228	2	147	218	157	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	1	84	84	80	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	10	1,062	1,186	1,060	2	147	218	157	1	169	97	75	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	19	2,842	2,943	2,571	2,094	121,377	116,458	95,434	233	19,248	18,747	15,232	64	6,675	6,574	5,278

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian															
	(*b*). Sanskrit															
	2. *Elementary teaching a Vernacular only or mainly*												For Boys			
													,, Girls			
	3. *Do. do. the Qurán**												For Boys			
													,, Girls			
	4. *Other Schools not conforming to Departmental Standard.*												For Boys			
													,, Girls			
													TOTAL			
													GRAND TOTAL			

TABLE III (B).

(FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	797	797	656	...	4	25	637	130	1	...	...	(*a*). Classification—
1	73	57	73	18	...	...	32	41	...	...	...	*I Division.*—Sixty-five boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (20 boys), and carpentry (44), reading, writing, and arithmetic.
1	189	189	...	...	6	7	141	35	...	11	...	
10	1,059	1,043	729	18	10	32	810	206	1	11	...	*II Division.*—Twenty-one boys learn building drawing from copies, model drawing, decorative drawing in colours (8 boys), and carpentry (13 boys), perspective part II, plane geometry whole, modelling.
54	16,789	12,021	12,539	15,894	7	273	10,501	5,985	23	...	...	
95	15,806	7,836	7,804	15,806	2	62	10,672	5,002	68	...	...	
123	17,906	...	7,258	17,880	...	112	11,271	6,509	14	...	...	*III Division.*—Fifteen boys learn building drawing from originals, ornamental drawing and design (6 boys), and carpentry (9 boys), light and shade, modelling, perspective part IV, plane and solid geometry whole.
2	153	153	80	153	9	139	...	...	5	...	...	
3	182	47	4	163	...	174	2	2	4	...	...	
7	658	4	110	658	...	15	417	226	...	...	...	
284	51,494	20,061	27,795	50,554	18	775	32,863	17,724	114	...	...	
1,785	85,536	1,325	14,855	85,536	1	58	49,727	35,642	108	...	...	*IV Division.*—Fifteen boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, mensuration, and plotting.
318	10,675	34	248	10,672	...	167	6,361	4,070	77	...	...	
2,103	96,211	1,359	15,103	96,208	1	225	56,088	39,712	185	...	...	
6	278	34	182	274	...	1	178	99	...	...	...	*Engineering Class.*—Twenty-three boys learn elementary building drawing, surveying, levelling, estimating, building materials, and construction.
1	(*a*) 139	...	...	...	1	...	73	65	...	...	...	
1	169	154	...	15	...	2	145	22	...	...	...	(*b*). Two hundred and one boys learn carpentry and drawing, 134 learn carpentry only, 60 learn drawing, and 43 learn engraving.
1	286	...	...	286	...	4	198	84	...	9	...	
3	(*b*) 422	63	15	394	...	...	179	243	...	...	...	(*c*). All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, and Materia Medica.
1	(*c*) 84	...	...	...	...	...	20	64	...	...	...	
13	1,378	251	197	969	1	7	793	577	...	9	...	
2,410	150,142	22,714	43,824	147,749	30	1,039	90,554	58,219	300	20	...	
466	6,224	...	5,939	441	...	...	260	5,957	7	...	...	
119	1,733	...	1,670	67	...	...	1,732	1	...	...	...	
1,450	32,852	1	1,738	32,282	...	48	23,908	8,802	94	52	...	
59	1,054	...	33	1,048	...	...	798	254	2	...	41	
3,410	40,711	...	40,141	890	...	...	881	39,805	25	621	...	* The Qurán, Shástras, or other religious books by rote.
933	11,440	...	11,414	37	...	...	173	11,267	..	...	433	
412	13,567	6	424	13,176	...	601	5,125	6,752	1,089	...	...	
28	1,537	46	18	1,485	...	53	724	707	53	...	9	
6,877	109,118	53	61,377	49,426	...	702	33,601	73,545	1,270	673	483	
9,287	259,260	22,767	105,201	197,175	30	1,741	124,155	131,764	1,570	693	483	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	41,189	...	...	15,725	...	...	56,914
University Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	54,448	2,056	1,847	4,778	...	...	63,129
Total	95,637	2,056	1,847	20,503	...	...	1,20,043
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	14,872	...	661	11,481	...	(*a*) 19,127	46,141
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	5,367	...	...	666	...	(*b*) 6,983	13,016
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	20,239	...	661	12,147	...	26,110	59,157
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,096	...	459	1,403	...	330	6,288
School Education, General. — For Girls	...	...	...	..	...	..	...
Total	4,096	...	459	1,403	...	330	6,288
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	61,532	1,463	42	...	...	...	63,037
School Education, Special. — Schools of Art	13,280	20	27	134	34	218	13,713
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	15,542	20	28	...	35	221	15,846
School Education, Special. — Industrial Schools	7,112	...	...	39	...	...	7,151
School Education, Special. — Other Schools	15,759	...	...	...	...	(*c*) 17,935	33,694
Total	1,13,225	1,503	97	173	69	18,374	1,33,441
Buildings	2,06,657	...	...	...	...	...	2,06,657
Furniture and Apparatus (Special Grants only)	6,257	...	...	...	...	(*d*) 4,190	10,447
Total	2,12,914	...	...	...	...	4,190	2,17,104
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	..	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,46,111	3,559	3,064	34,226	69	49,004	5,36,033

(*a*) Includes Rs. 14,320
(*b*) From Imperial Re
(*c*) Ditto
(*d*) Includes Rs. 873

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	2,828	1,651	...	...	4,479	9,000	425	1,500	19,952	8,192	10,073	49,142
...	...	...	...	...	...	...	11,960	531	706	475	906	5,711	20,289
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,828	1,651	...	...	4,479	20,960	956	2,206	20,427	9,098	15,784	69,431
1,953	7,148	96,197	90,321	644	174	1,96,437	65,786	562	12,264	99,981	1,915	56,134	2,36,642
1,920	18,338	54,205	69,690	1,708	642	1,46,503	17,594	1,166	3,353	25,887	5,543	16,763	70,306
...	71,001	16,828	31,075	640	26	1,19,570	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,562	...	...	16,617	9	16,367	42,555
...	...	...	...	...	...	...	18,524	...	...	16,468	2,532	12,210	49,734
491	429	8,104	...	...	...	9,024	9,376	...	875	47	...	1,726	12,024
4,364	96,916	1,75,334	1,91,086	2,992	842	4,71,534	1,20,842	1,728	16,492	1,59,000	9,999	1,03,200	4,11,261
120	2,93,119	35,024	41,323	241	260	3,70,087	5,422	1,033	1,292	7,445	1,477	10,276	26,945
2,894	18,017	20,728	...	216	32	41,887	9,221	1,148	2,381	2,190	3,837	20,065	38,842
3,014	3,11,136	55,752	41,323	457	292	4,11,974	14,643	2,181	3,673	9,635	5,314	30,341	65,787
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,400	...	...	4,793	...	...	7,193
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,285	31	...	...	4,316	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,285	31	...	...	4,316	2,400	...	...	4,793	...	...	7,193
5,113	78,388	39,048	...	150	3,478	1,26,177	3,450	1,420	...	...	1,849	21,822	28,541
...	11,369	5,564	...	100	164	17,197	205	...	...	...	863	4,756	5,824
5,113	89,757	44,612	...	250	3,642	1,43,374	3,655	1,420	...	...	2,712	26,578	34,365
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12,491	4,97,809	2,82,811	2,34,091	3,699	4,776	10,35,677	1,62,500	6,285	22,371	1,93,855	27,123	1,75,903	5,88,037

from Imperial Revenues.
venues.
ditto.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
	Rs.	Rs.	Rs.	Rs.
University Education. — ARTS COLLEGES.				
English	6,035	1,772	3,778	11,585
Oriental	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.				
Medicine	...	...	...	...
Total	6,035	1,772	3,778	11,585
School Education, General. — SECONDARY SCHOOLS.				
For Boys — High Schools	21,324	5,257	10,424	37,005
For Boys — Middle Schools — English	7,778	5,736	3,016	16,530
For Boys — Middle Schools — Vernacular	930	...	1,394	2,324
For Girls — High Schools	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...
Total	30,032	10,993	14,834	55,859
PRIMARY SCHOOLS.				
For Boys	2,024	3,044	1,423	6,491
For Girls	302	852	1,090	2,244
Total	2,326	3,896	2,513	8,735
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	...
Schools of Art	...	...	...	...
Law Schools	...	...	...	...
Medical Schools	...	...	...	...
Industrial Schools	...	...	...	...
Other Schools	...	...	...	...
Total	...	...	...	...
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	552	552
Total	...	...	552	552
University	...	...	...	...
Direction	...	...	...	...
Inspection	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...
Professional Colleges	...	...	...	...
Secondary Schools	...	...	...	...
Primary Schools	...	...	...	...
Special Schools other than Training Schools	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	38,393	16,661	21,677	76,731

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
50,189	425	4,328	43,363	23,815	1,22,120	
11,960	531	706	475	6,617	20,289	
54,448	2,056	1,847	4,778	...	63,129	
1,16,597	3,012	6,881	48,616	30,432	2,05,538	
82,611	7,710	1,09,122	2,23,107	(*a*) 93,675	5,16,225	(*a*) Includes Rs. 14,320 from Imperial Revenues.
19,514	19,504	57,558	1,03,355	33,408	2,33,339	
...	71,001	16,828	32,005	2,060	1,21,894	
14,929	...	...	17,283	(*b*) 23,359	55,571	(*b*) Includes Rs. 6,983 from Imperial Revenues.
18,524	...	...	16,468	14,742	49,734	
9,867	429	8,979	47	1,726	21,048	
1,45,445	98,644	1,92,487	3,92,265	1,68,970	9,97,811	
9,638	2,94,152	36,775	52,195	17,051	4,09,811	
12,115	19,165	23,109	2,492	26,092	82,973	
21,753	3,13,317	59,884	54,687	43,143	4,92,784	
61,532	1,463	42	...	...	63,037	
13,280	20	27	134	252	13,713	
2,400	...	...	4,793	...	7,193	
15,542	20	28	...	256	15,846	
7,112	...	4,285	70	...	11,467	
15,759	...	...	...	(*c*) 17,935	33,694	(*c*) From Imperial Revenues.
1,15,625	1,503	4,382	4,997	18,443	1,44,950	
2,15,220	79,808	39,048	...	27,299	3,61,375	
6,462	11,369	5,564	...	(*d*) 10,625	34,020	(*d*) Includes Rs. 873 from Imperial Revenues.
2,21,682	91,177	44,612	...	37,924	3,95,395	
12,825	1,349	...	44,233	8,519	(*e*) 66,926	(*e*) Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
44,451	...	...	...	...	44,451	
1,50,059	13,962	1,249	...	113	1,65,383	
14,887	1,053	2,414	...	5,116	23,470	
8,025	982	890	...	3,202	13,099	
12,373	44,153	10,840	...	3,759	71,125	
9,926	265	...	...	384	10,575	
23,529	3,459	1,501	...	5,947	34,436	
30,459	64,584	21,909	...	(*f*) 98,230	2,15,182	(*f*) Includes Rs. 90,070 from Imperial Revenues.
3,06,534	1,29,807	38,803	44,233	1,25,270	6,44,647	
9,27,636	6,37,460	3,47,049	5,44,798	4,24,182	28,81,125	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC			
			UNDER PUBLIC MANAGEMENT.			
			Managed by Government.			
			Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1			2	3	4	5
	SECONDARY SCHOOLS.		Rs.	Rs.	Rs.	Rs.
School Education, General. — For Boys	High Schools		7,022	1,333	(*a*) 14,320	22,675
	Middle Schools—English		...	...	...	...
For Girls	High Schools		5,367	666	(*b*) 6,983	13,016
	Middle Schools—English		...	...	...	...
		Total	12,389	1,999	21,303	35,691
	PRIMARY SCHOOLS.					
For Boys			...	...	...	...
For Girls			...	...	...	...
		Total	...	...	...	...
Buildings			1,76,655	...	...	1,76,655
Furniture and Apparatus (Special Grants only			...	...	(*c*) 873	873
		Tota	1,76,655	...	873	1,77,528
Scholarships held in Secondary Schools			...	...	...	...
Miscellaneous			...	...	...	...
		Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			1,89,044	1,999	22,176	2,13,219

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
9,164	18,213	431	3,761	31,569	...	...	...	...	16,186	19,546	(*a*)18,512	54,244	(*a*) Rs. 14,320 from Imperial Revenues.
7,498	7,308	2,571	6,455	23,832	...	...	...	...	7,498	7,308	9,026	23,832	
5,612	15,274	...	6,236	27,122	...	...	...	...	10,979	15,940	(*b*) 13,219	40,138	(*b*) Rs. 6,983 from Imperial Revenues.
16,408	16,468	2,532	5,916	41,324	...	...	...	...	16,408	16,468	8,448	41,324	
38,682	57,263	5,534	22,368	1,23,847	...	...	...	...	51,071	59,262	49,205	1,59,538	
1,314	865	263	1,329	3,771	...	...	...	...	1,314	865	1,592	3,771	
1,596	2,043	...	2,312	5,951	72	20	28	120	1,596	2,115	2,360	6,071	
2,910	2,908	263	3,641	9,722	72	20	28	120	2,910	2,980	3,952	9,842	
500	...	1,774	5,816	8,090	...	...	...	...	1,77,155	...	7,590	1,84,745	
...	...	...	753	753	...	...	...	...	...	...	(*c*) 1,626	1,626	(*c*) Includes Rs. 873 from Imperial Revenues.
500	...	1,774	6,569	8,843	...	...	...	...	1,77,155	...	9,216	1,86,371	
...	...	...	...	...	...	...	...	...	2,029	...	180	2,209	
...	...	...	...	...	...	...	...	...	14,266	...	(*d*)90,070	1,04,336	(*d*) From Imperial Revenues.
...	...	...	...	...	...	...	...	...	16,295	...	90,250	1,06,545	
42,092	60,171	7,571	32,578	1,42,412	72	20	28	120	2,47,431	62,242	1,52,623	4,62,296	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC				
			UNDER PUBLIC				
			Managed by				
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1			2	3	4	5	6
	ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English		41,189	...	...	15,725	...
	Oriental		...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Medicine		54,448	2,056	1,847	4,778	...
		Total ...	95,637	2,056	1,847	20,503	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys — High Schools		7,850	...	661	10,148	...
	For Boys — Middle Schools ... English ...		...	...	...	...	...
	For Boys — Middle Schools ... Vernacular ...		...	...	...	...	...
	For Girls — High Schools		...	...	...	...	...
	For Girls — Middle Schools ... English ...		...	...	...	...	...
	For Girls — Middle Schools ... Vernacular ...		...	...	...	...	...
		Total ...	7,850	...	661	10,148	...
	PRIMARY SCHOOLS.						
	For Boys		4,096	...	459	1,403	...
	For Girls		...	...	...	...	...
		Total ...	4,096	...	459	1,403	...
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters		61,532	1,463	42	...	...
	Schools of Art		13,280	20	27	134	24
	Law Schools		...	...	...	...	...
	Medical Schools		15,542	20	28	...	35
	Industrial Schools		7,112	...	...	39	...
	Other Schools		15,759	...	...	...	...
		Total ...	1,13,225	1,503	97	173	69
Buildings			30,002	...	...	...	...
Furniture and Apparatus (Special Grants only) ...			6,257	...	...	...	...
		Total ...	36,259	...	...	...	...
University			...	...	...	...	...
Direction			...	...	...	...	...
Inspection			...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools...		...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total ...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...			2,57,067	3,559	3,064	32,227	69

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

INSTITUTIONS.

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	56,914	...	...	2,828	1,651	...	...	4,479
...	...	...	...	...	...	...	...	...
...	63,129	...	...	...	...	...	...	...
...	1,20,043	...	...	2,828	1,651	...	...	4,479
4,807	23,466	1,953	7,148	96,197	90,321	644	174	1,96,437
...	...	1,920	18,338	54,205	69,690	1,708	642	1,46,503
...	...	...	71,001	16,828	31,075	640	26	1,19,570
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	491	429	8,104	...	...	...	9,024
4,807	23,466	4,364	96,916	1,75,334	1,91,086	2,992	842	4,71,534
330	6,288	120	2,93,119	35,024	41,323	241	260	3,70,08
...	...	2,894	18,617	20,728	...	216	32	41,887
330	6,288	3,014	3,11,136	55,752	41,323	457	292	4,11,974
...	63,037	...	...	...	...	...	...	...
218	13,713	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
221	15,846	...	...	...	...	...	...	...
...	7,151	...	...	4,285	31	...	...	4,316
*17,985	33,694	...	...	...	...	...	...	...
18,374	1,33,441	...	...	4,285	31	...	...	4,316
...	30,002	5,113	78,388	39,048	...	150	3,478	1,26,177
3,317	9,574	....	11,369	5,564	...	100	164	17,197
3,317	39,576	5,113	89,757	44,612	...	250	3,642	1,43,374
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
26,828	3,22,814	12,491	4,97,809	2,82,811	2,34,091	3,699	4,776	10,35,677

* From Imperial Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	9,000	425	1,500	19,952	8,192	10,073	49,142
University Education. — Oriental	11,960	531	706	475	906	5,711	20,289
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	...	...	...	...	...	...	...
Total	20,960	956	2,206	20,427	9,098	15,784	69,431
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	56,622	562	12,264	81,768	1,484	52,373	2,05,073
School Education, General. — For Boys — Middle Schools — English	10,096	1,166	3,353	18,579	2,972	10,308	46,474
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	3,950	...	...	1,343	9	10,131	15,433
School Education, General. — For Girls — Middle Schools — English	2,116	...	...	...	...	6,294	8,410
School Education, General. — For Girls — Middle Schools — Vernacular	9,376	...	875	47	...	1,726	12,024
Total	82,160	1,728	16,492	1,01,737	4,465	80,832	2,87,414
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,108	1,033	1,292	6,580	1,214	8,947	23,174
School Education, General. — For Girls	7,625	1,148	2,381	147	3,837	17,753	32,891
Total	11,733	2,181	3,673	6,727	5,051	26,700	56,065
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Law Schools	2,400	...	...	4,793	...	...	7,193
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...
Total	2,400	...	...	4,793	...	...	7,193
Buildings	2,950	1,420	...	...	75	16,006	20,451
Furniture and Apparatus (Special Grants only)	205	...	...	...	863	4,003	5,071
Total	3,155	1,420	...	...	938	20,009	25,522
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,20,408	6,285	22,371	1,33,684	19,552	1,43,325	4,45,625

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1893-94.

TIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,035	1,772	3,778	11,585	50,189	425	4,328	43,363	23,815	1,22,120	
...	...	...	...	11,960	531	706	475	6,617	20,289	
...	...	...	...	54,448	2,056	1,847	4,778	...	63,129	
6,035	1,772	3,778	11,585	1,16,597	3,012	6,881	48,616	30,432	2,05,538	
21,324	5,257	10,424	37,005	66,425	7,710	1,09,122	2,03,561	75,163	4,61,981	
7,778	5,736	3,016	16,530	12,016	19,504	57,558	96,047	24,382	2,09,507	
930	...	1,394	2,324	...	71,001	16,828	32,005	2,060	1,21,894	
...	...	...	...	3,950	...	...	1,343	10,140	15,433	
...	...	...	...	2,116	...	...	...	6,294	8,410	
...	...	...	...	9,867	429	8,979	47	1,726	21,048	
30,032	10,993	14,834	55,859	94,374	98,644	1,92,487	3,33,003	1,19,765	8,38,273	
2,024	3,044	1,423	6,491	8,324	2,94,152	36,775	51,330	15,459	4,06,040	
230	832	1,062	2,124	10,519	19,165	23,109	377	23,732	76,902	
2,254	3,876	2,485	8,615	18,843	3,13,317	59,884	51,707	39,191	4,82,942	
...	...	...	...	61,532	1,463	42	...	...	63,037	
...	...	...	...	13,280	20	27	134	252	13,713	
...	...	...	...	2,400	...	...	4,793	...	7,193	
...	...	...	...	15,542	20	28	...	256	15,846	
...	...	...	...	7,112	...	4,285	70	...	11,467	
...	...	...	...	15,759	...	...	...	*17,935	33,694	* From Imperial Revenues.
...	...	...	...	1,15,625	1,503	4,382	4,997	18,443	1,44,950	
...	...	...	...	38,065	79,808	39,048	...	19,709	1,76,630	
...	...	552	552	6,462	11,369	5,564	...	8,999	32,394	
...	...	552	552	44,527	91,177	44,612	...	28,708	2,09,024	
...	...	...	...	12,825	1,349	...	44,233	8,519	†66,926	†Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
...	...	...	...	44,451	...	...	...	...	44,451	
...	...	...	...	1,50,059	13,962	1,249	...	113	1,65,383	
...	...	...	...	14,887	1,053	2,414	...	5,116	23,470	
...	...	...	...	8,025	982	890	...	3,202	13,099	
...	...	...	...	10,344	44,153	10,840	...	3,579	68,916	
...	...	...	...	9,926	265	...	...	384	10,575	
...	...	...	...	23,529	3,459	1,501	...	5,947	34,436	
...	...	...	...	16,193	64,584	21,909	...	8,160	1,10,846	
..	...	...	...	2,90,239	1,29,807	38,803	44,233	35,020	5,38,102	
38,321	16,641	21,649	76,611	6,80,205	6,37,460	3,47,049	4,82,556	2,71,559	24,18,829	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government ...	English ...	4	1,238	177	...	177	369	...	369
	Local Fund ...	English ...	9	1,497	21	...	21	317	...	317
		Vernacular ...	76	10,740	...	...	...	2,552	...	2,552
	Municipal ...	English ...	67	15,469	788	...	788	3,712	...	3,712
		Vernacular ...	46	7,062	...	...	...	1,516	...	1,516
	Aided ...	English ...	50	10,232	838	2	840	2,393	7	2,400
		Vernacular ...	1	54	54	...	54	...	...	...
	Unaided ...	English ...	28	4,747	350	..	350	1,311	...	1,311
		Vernacular ...	2	289	15	...	15	55	...	55
	Total		283	51,328	2,243	2	2,245	12,225	7	12,232
For Girls.	Government ...	English ...	2	300	...	28	28	...	70	70
	Local Fund ...	Vernacular ...	1	43	...	...	...	...	4	4
	Municipal ...	Vernacular ...	4	265	...	...	...	...	48	48
	Aided ...	English ...	19	1,090	...	28	28	2	267	269
		Vernacular ...	2	350	...	...	...	...	33	33
	Total		28	2,048	...	56	56	2	422	424
TOTAL SECONDARY SCHOOLS ...			311	53,376	2,243	58	2,301	12,227	429	12,656
PRIMARY SCHOOLS.										
For Boys.	Government		5	528	...	...	...	...	...	...
	Local Fund		1,588	71,625	...	...	...	...	...	...
	Municipal		98	7,923	...	...	...	...	...	...
	Aided		71	4,362	...	...	...	...	...	...
	Unaided		25	1,173	...	...	...	...	...	...
	Total		1,787	85,611	...	...	...	...	...	...
For Girls.	Local Fund		99	2,800	...	...	...	...	...	...
	Municipal		103	3,775	...	...	...	...	...	...
	Aided		113	3,961	...	...	...	...	...	...
	Unaided		7	238	...	...	...	...	...	...
	Total		322	10,774	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,109	96,385	...	...	...	...	...	...
GRAND TOTAL ...			2,420	149,761	2,243	58	2,301	12,227	429	12,656

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1893-94.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
437	...	437	255	...	255	...	...	...	1,238	...	1,238
421	...	421	738	...	738	...	...	...	1,497	...	1,497
1,878	...	1,878	5,931	...	5,931	379	...	379	10,740	...	10,740
4,693	...	4,693	5,965	...	5,965	311	...	311	15,469	...	15,469
1,151	...	1,151	4,071	...	4,071	324	...	324	7,062	...	7,062
2,544	7	2,551	4,168	16	4,184	257	...	257	10,200	32	10,232
...	...	...	...	...	...	...	...	...	54	...	54
1,029	...	1,029	2,057	...	2,057	...	...	...	4,747	...	4,747
100	...	100	119	...	119	...	...	...	289	...	289
12,253	7	12,260	23,304	16	23,320	1,271	...	1,271	51,296	32	51,328
...	104	104	...	98	98	...	...	...	...	300	300
...	9	9	...	30	30	...	...	...	...	43	43
...	115	115	...	102	102	...	...	...	...	265	265
3	270	273	11	509	520	...	...	...	16	1,074	1,090
...	69	69	...	228	228	...	20	20	...	350	350
3	567	570	11	967	978	...	20	20	16	2,032	2,048
12,256	574	12,830	23,315	983	24,298	1,271	20	1,291	51,312	2,064	53,376
126	...	126	402	...	402	...	...	...	528	...	528
12,032	...	12,032	59,096	...	59,096	497	...	497	71,625	...	71,625
420	...	420	6,684	...	6,684	819	...	819	7,923	...	7,923
548	7	555	3,659	28	3,687	120	...	120	4,327	35	4,362
207	...	207	966	...	966	...	...	...	1,173	...	1,173
13,333	7	13,340	70,807	28	70,835	1,436	...	1,436	85,576	35	85,611
...	212	212	...	2,569	2,569	...	19	19	...	2,800	2,800
...	160	160	...	3,394	3,394	...	221	221	...	3,775	3,775
13	246	259	25	3,508	3,533	...	169	169	38	3,923	3,961
2	18	20	4	214	218	...	...	...	6	232	238
15	636	651	29	9,685	9,714	...	409	409	44	10,730	10,774
13,348	643	13,991	70,836	9,713	80,549	1,436	409	1,845	85,620	10,765	96,385
25,604	1,217	26,821	94,151	10,696	104,847	2,707	429	3,136	136,932	12,829	149,761

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but hav not passed the Matriculation Examination.* 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys ...	Government ...	English ...	2	374	34	...	34
	Aided	English ...	9	453	49	2	31
	Total ...		11	827	83	2	85
For Girls ...	Government ...	English ...	2	300	...	28	28
	Aided	English ...	14	755	...	14	14
	Total ...		16	1,055	...	42	42
TOTAL SECONDARY SCHOOLS ...			27	1,882	83	44	127
PRIMARY SCHOOLS.							
For Boys ...	Aided		2	75	...	...	...
	Total ...		2	75	...	...	...
For Girls ...	Aided		3	86	...	...	...
	Unaided		1	13	...	...	...
	Total ...		4	99	...	...	...
TOTAL PRIMARY SCHOOLS ...			6	174	...	...	...
GRAND TOTAL ...			33	2,056	83	44	127

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END

YEAR 1893-94.

MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*			UPPE PRIMARY STAGE. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			LOWER PRIMARY STAGE. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			TOTAL.		
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
106	...	106	101	...	101	133	...	133	374	...	374
144	7	151	106	7	113	122	16	138	421	32	453
250	7	257	207	7	214	255	16	271	795	32	827
...	70	70	...	104	104	...	98	98	...	300	300
2	198	200	3	208	211	11	319	330	16	739	755
2	268	270	3	312	315	11	417	428	16	1,039	1,055
252	275	527	210	319	529	266	433	699	811	1,071	1,882
...	...	...	9	7	16	31	28	59	40	35	75
...	...	...	9	7	16	31	28	59	40	35	75
...	...	...	13	19	32	25	29	54	38	48	86
...	...	...	2	1	3	4	6	10	6	7	13
...	...	...	15	20	35	29	35	64	44	55	99
...	...	...	24	27	51	60	63	123	84	90	174
252	275	527	234	346	580	326	496	822	895	1,161	2,056

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.* 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	864	143	...	143	263	...	263
	Local Fund	English	9	1,497	21	...	21	317	...	317
		Vernacular	76	10,740	...	...	...	2,552	...	2,552
	Municipal	English	67	15,469	788	...	788	3,712	...	3,712
		Vernacular	46	7,062	...	...	...	1,516	...	1,516
	Aided	English	41	9,779	789	...	789	2,249	...	2,249
		Vernacular	1	54	54	...	54	...	...	...
	Unaided	English	28	4,747	350	...	350	1,311	...	1,311
		Vernacular	2	289	15	...	15	55	...	55
	Total		272	50,501	2,160	...	2,160	11,975	...	11,975
For Girls.	Local Fund	Vernacular	1	43	...	...	...	...	4	4
	Municipal	Vernacular	4	265	...	...	...	...	48	48
	Aided	English	5	335	...	14	14	...	69	69
		Vernacular	2	350	...	...	...	...	33	33
	Total		12	993	...	14	14	...	154	154
TOTAL SECONDARY SCHOOLS			284	51,494	2,160	14	2,174	11,975	154	12,129
PRIMARY SCHOOLS.										
For Boys.	Government		5	528	...	...	...	...	...	...
	Local Fund		1,588	71,625	...	...	...	...	...	...
	Municipal		98	7,923	...	...	...	...	...	...
	Aided		69	4,287	...	...	...	...	...	...
	Unaided		25	1,173	...	...	...	...	...	...
	Total		1,785	85,536	...	...	...	...	...	...
For Girls.	Local Fund		99	2,800	...	...	...	...	...	...
	Municipal		103	3,775	...	...	...	...	...	...
	Aided		110	3,875	...	...	...	...	...	...
	Unaided		6	225	...	...	...	...	...	...
	Total		318	10,675	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			2,103	96,211	...	...	...	...	...	...
GRAND TOTAL			2,387	147,705	2,160	14	2,174	11,975	154	12,129

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1893-94.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
336	...	336	122	...	122	...	...	..	864	...	864
421	...	421	738	...	738	...	...	...	1,497	...	1,497
1,878	...	1,878	5,931	...	5,931	379	...	379	10,740	...	10,740
4,693	...	4,693	5,965	...	5,965	311	...	311	15,469	...	15,469
1,151	...	1,151	4,071	...	4,071	324	...	324	7,062	...	7,062
2,438	...	2,438	4,046	...	4,046	257	...	257	9,779	...	9,779
...	...	...	...	...	...	...	...	...	54	...	54
1,029	...	1,029	2,057	...	2,057	...	...	...	4,747	...	4,747
100	...	100	119	...	119	...	...	...	289	...	289
12,046	...	12,046	23,049	...	23,049	1,271	...	1,271	50,501	...	50,501
...	9	9	...	30	30	...	...	...	...	43	43
...	115	115	...	102	102	...	...	...	...	265	265
...	62	62	...	190	190	...	...	...	...	335	335
...	69	69	...	228	228	...	20	20	...	350	350
...	255	255	...	550	550	...	20	20	...	993	993
12,046	255	12,301	23,049	550	23,599	1,271	20	1,291	50,501	993	51,494
126	...	126	402	...	402	...	...	...	528	...	528
12,032	...	12,032	59,096	...	59,096	497	...	497	71,625	...	71,625
420	...	420	6,684	...	6,684	819	...	819	7,923	...	7,923
539	...	539	3,628	...	3,628	120	...	120	4,287	...	4,287
207	...	207	966	...	966	...	...	...	1,173	...	1,173
13,324	...	13,324	70,776	...	70,776	1,436	...	1,436	85,536	...	85,536
...	212	212	...	2,569	2,569	...	19	19	...	2,800	2,800
...	160	160	...	3,394	3,394	...	221	221	...	3,775	3,775
...	227	227	...	3,479	3,479	...	169	169	...	3,875	3,875
...	17	17	...	208	208	...	...	...	...	225	225
...	616	616	...	9,650	9,650	...	409	409	...	10,675	10,675
13,324	616	13,940	70,776	9,650	80,426	1,436	409	1,845	85,536	10,675	96,211
25,370	871	26,241	93,825	10,200	104,025	2,707	429	3,136	136,037	11,668	147,705

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1893-94.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ARTS COLLEGES.																			
1. Master of Arts	1	2	...	3	14	6	...	1	21	8	3	...	1	12	...	...	9	3	...
2. Bachelor of Arts	1	2	...	3	62	62	...	53	177	44	39	...	25	108	...	2	90	16	...
3. First Arts	2	3	2	7	49	100	89	48	286	36	60	59	13	168	...	4	134	29	1
ORIENTAL COLLEGES.																			
1. Bachelor of Oriental Learning	...	1	...	1	...	5	...	...	5	...	5	...	...	5	...	...	3	2	...
2. Honors in Sanskrit	...	1	1	2	...	3	1	1	5	...	3	1	1	5	...	...	5	...	...
2. „ „ Arabic	...	1	...	1	...	6	...	2	8	...	5	...	...	5	...	...	...	5	...
2. „ „ Persian	...	1	...	1	...	5	...	3	8	...	4	...	2	6	...	...	2	4	...
3. High Proficiency in Sanskrit	...	1	2	3	...	6	5	3	14	...	3	2	1	6	...	...	6	...	...
3. „ „ „ Arabic	...	1	...	1	...	5	...	1	6	...	5	...	...	5	...	...	...	5	...
3. „ „ „ Persian	...	1	...	1	...	5	...	3	8	...	4	...	1	5	...	...	...	5	...
4. Proficiency in Sanskrit	...	1	5	6	...	12	26	8	46	...	8	12	...	20	...	...	20	...	...
4. „ „ Arabic	...	1	...	1	...	3	...	...	3	...	1	...	...	1	...	...	...	1	...
4. „ „ Persian	...	1	...	1	...	4	...	3	7	...	1	...	...	1	...	...	...	1	...

Colleges for Professional Training.																						
Law.																						
1. Bachelor of Law			1	...	...	1	4	...	...	...	4	4	...	...	...	4	...	...	4	...	...
Medicine.																						
1. M. B.			1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...
2. L. M. S.			1	...	...	1	32	...	...	...	* 32	6	...	...	...	6	...	2	2	2	...
3. First M. B.			1	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	..	...	...
3. „ L. M. S.			1	...	...	1	56	...	...	...	† 56	17	...	...	...	‡ 17	...	1	11	5	...
Schools for General Education.																						
Matriculation	Boys		25	28	10	63	455	429	159	226	1,269	350	302	112	82	846	26	18	576	226	...
	Girls		1	8	...	9	4	18	...	4	26	...	4	3	1	8	5	3	...	...	...
Middle School Examination	Boys		199	47	26	272	2,990	1,013	496	829	5,328	2,603	909	410	483	4,405	50	54	3,047	1,251	3
	Girls		6	19	...	25	33	66	...	...	99	23	50	...	...	73	47	13	7	6	...
Upper Primary Examination	Boys		1,331	80	22	1,433	9,740	1,589	268	130	11,727	7,273	1,036	154	78	8,541	85	33	5,558	2,842	23
	Girls		83	49	...	132	241	263	...	...	504	156	165	...	...	321	87	24	112	98	...
Lower Primary Examination	Boys		1,615	99	21	1,735	14,614	1,599	206	34	16,453	10,974	1,085	136	13	12,208	73	24	7,380	4,713	18
	Girls		143	92	...	235	705	510	...	1	1,216	424	310	...	1	735	106	40	384	204	1
Schools for Special Instruction.																						
1. Training School Examination for Masters.	Upper		1	...	...	1	35	...	...	25	60	27	...	...	10	37	...	...	27	10	...
	Lower		6	...	...	6	251	...	...	98	349	158	...	...	39	197	...	...	130	67	...
2. Training School Examination for Mistresses.	Upper		1	3	...	4	2	10	...	...	12	2	3	...	...	5	...	2	1	2	...
	Lower		...	1	...	1	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...
3. Medical Examination			1	...	...	1	59	...	...	...	§ 59	34	...	...	...	‖ 34	...	...	20	14	...
4. Examination in Engineering and Surveying			1	...	...	1	6	...	...	...	6	2	...	...	...	2	1	...	1	...	...
5. Industrial School Examination			3	...	...	3	159	...	...	...	159	105	...	...	...	105	...	...	38	67	...
6. Veterinary Examination			1	...	...	1	35	...	...	...	35	26	...	...	...	26	...	...	5	21	...

* Includes 1 girl.
† „ 9 girls.
‡ „ 1 girl.
§ „ 3 girls.
‖ „ 2 „

EDUCATION—GENE

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	425	425
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	531	531
Colleges or Departments of Colleges for Professional Training.															
Medicine	...	...	...	...	...	...	...	...	...	...	...	2,056	...	...	2,056
Total ...	...	...	...	...	...	...	...	...	...	...	...	2,056	...	956	3,012
School Education, General. — Secondary Schools.															
For Boys—															
High Schools	1	196	173	127	1,200	2,677	...	1,291	...	...	5,168	...	4,471	562	7,710
Middle Schools { English ...	8	1,301	1,180	967	...	3,611	944	7,941	796	...	13,292	...	14,727	1,166	19,504
Middle Schools { Vernacular	76	10,740	10,482	8,690	...	53,371	426	17,725	285	16	71,823	...	17,630	...	71,001
For Girls—															
Middle Schools—Vernacular	1	43	40	36	60	429	...	...	...	...	489	...	...	...	429
Total ...	86	12,280	11,875	9,820	1,260	60,088	1,370	26,957	1,081	16	90,772	...	36,828	1,728	98,644
Primary Schools.															
For Boys	1,588	71,625	67,548	55,568	120	2,91,210	27	28,832	241	255	3,20,685	...	1,909	1,033	2,94,152
For Girls	99	2,800	2,543	1,978	1,265	16,286	364	...	...	32	17,947	...	1,731	1,148	19,165
Total ...	1,687	74,425	70,091	57,546	1,385	3,07,496	391	28,832	241	287	3,38,632	...	3,640	2,181	3,13,317
School Education, Special. — Schools for Special Instruction.															
Training Schools for Masters,	...	...	...	...	...	...	...	...	...	...	...	1,463	...	...	1,463
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	20	...	...	20
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	20	...	...	20
Industrial Schools	...	...	...		...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	1,503	...	...	1,503
Buildings	...	...	...	...	—105	71,786	397	...	150	478	72,706	...	6,602	1,420	79,808
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	10,815	26	...	100	158	11,099	...	554	...	11,369
Total ...	...	...	...	...	—105	82,601	423	...	250	636	83,805	...	7,156	1,420	91,177
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,962
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,053
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	982
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,125
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	293
Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,459
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	65,933
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,29,807
Grand Total ...	1,773	86,705	81,966	67,366	2,540	4,50,185	2,184	55,789	1,572	939	5,13,209	3,559	47,624	6,285	6,37,460

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1893-94.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by				
Number of Institutions.	Number of scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	31	30	25	...	2,828	...	1,651	...	...	4,479	...	...	1,500	4,328	4,753
...	...	...	...	...	...	...	...	...	...	...	...	...	706	706	1,237
...	...	...	...	...	...	...	...	...	...	...	1,847	...	...	1,847	3,903
1	31	30	25	...	2,828	...	1,651	...	...	4,479	1,847	...	2,206	6,881	9,893
21	6,815	7,051	5,835	753	96,197	4,471	89,030	644	174	1,91,269	661	...	12,264	1,09,122	1,16,832
46	8,654	8,637	7,089	1,920	53,261	14,727	61,749	912	642	1,33,211	...	944	3,353	57,558	77,062
46	7,062	7,145	5,882	...	16,402	17,630	13,350	355	10	47,747	...	426	...	16,828	87,829
4	265	266	218	431	8,104	...	...	...	...	8,535	...	...	875	8,979	9,408
117	22,796	23,099	19,024	3,104	1,73,964	36,828	1,64,129	1,911	826	3,80,762	661	1,370	16,492	1,92,487	2,91,131
98	7,923	7,405	6,124	...	34,997	1,909	12,491	...	5	49,402	459	27	1,292	36,775	3,30,927
103	3,775	3,740	2,738	1,629	20,364	1,731	...	216	...	23,940	...	364	2,381	23,109	42,274
201	11,698	11,145	8,862	1,629	55,361	3,640	12,491	216	5	73,342	459	391	3,673	59,884	3,73,201
...	...	...	...	...	...	...	...	...	...	...	42	...	...	42	1,505
...	...	...	...	...	...	...	...	...	...	...	27	...	...	27	47
...	...	...	...	...	...	...	..	...	..	...	28	...	...	28	48
2	147	218	157	...	4,285	...	31	...	...	4,316	...	...	...	4,285	4,285
2	147	218	157	...	4,285	...	31	...	...	4,316	97	...	...	4,382	5,885
...	...	...	...	5,218	38,651	6,602	...	...	3,000	53,471	...	397	...	39,048	1,18,856
...	...	...	...	...	5,538	554	...	...	6	6,098	...	26	...	5,564	16,933
...	...	...	...	5,218	44,189	7,156	...	...	3,006	59,569	...	423	...	44,612	1,35,789
...	...	...	...	...	...	..	...	...	...	...	...	...	...	1,249	15,211
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,414	3,467
...	...	...	...	...	...	...	...	...	...	...	...	...	...	890	1,872
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,840	54,965
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	293
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,501	4,960
...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,909	87,842
...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,803	1,68,619
321	34,672	34,492	28,068	9,951	2,80,627	47,624	1,78,302	2,127	3,837	5,22,468	3,064	2,184	22,371	3,47,049	9,84,500

REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1894-95,

LIBRARY OF THE ROYAL ASIATIC

BY

J. SIME, ESQUIRE,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:
THE "CIVIL AND MILITARY GAZETTE" PRESS,
Contractors to the Punjab Government.

1895.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department,

No. 908, dated 2nd December 1895.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1894-95, forwarded with his letter No. 73 S. of the 30th September 1895.

REMARKS.—The Director of Public Instruction has prepared a quinquennial report for the past year. But in accordance with the orders contained in the letter of the Government of India in the Home Department, No. 275, dated the 18th July 1895, it will be necessary for him to prepare another quinquennial report for the five years ending 1896-97. These orders reached the Director too late to prevent the preparation of the present quinquennial report, which will be treated mainly as an ordinary one in this Review.

2. In 1894-95 there were in the Punjab 8,042 schools and colleges attended by 258,761 pupils. Since last year the number of scholars has fallen by about 3,000 and the number of institutions by nearly 700. The falling-off is for the most part nominal, being entirely among the private institutions and principally in the "Rote" Korán Schools. In the public institutions there has been an increase both in schools and scholars. These results are partly nominal, as 665 schools hitherto styled "Private" have now been transferred to the list of Public Primary Schools as being examined for grants. Eight hundred and sixty-two institutions under private management and attended by nearly 43,000 scholars now receive aid of this kind. Of the whole number of children of school-going age, nearly 14 per cent. of the boys actually receive instruction and of the girls 1·76 per cent.

The figures given in paragraph 10 of the Report, which, it may be observed, would be more conveniently put in tabular form, show that there are more Mussalmán children at school than Hindu, but more than two-fifths of them attend private institutions of doubtful efficiency from an educational point of view. In public institutions the proportion of Hindús to Mussalmáns is roughly 10 to 7.

3. As compared with five years ago, the expenditure on education has increased by nearly three lakhs and a half. But as compared with the previous year, the expenditure in 1894-95 was less by more than a lakh. The exact amount was Rs. 27,70,430. Of this about 8½ lakhs is classed as indirect expenditure and the balance is the direct charge for tuition. In the indirect expenditure the most important items are buildings and scholarships. About one-third of the entire charge is contributed by Provincial and Imperial Revenues, the share of the latter being less than 5 per cent. District Funds contribute 22·5 and Municipal Funds 12·4 per cent. of the total cost. The income from fees now stands at Rs. 5,91,694, or 21·3 per cent. of total cost. There has thus been an increase in fee payment of nearly two lakhs a year, and, as the Inspector of Ráwalpindi has remarked, this fact, as well as the opening of Unaided Schools, show that the people themselves are rapidly learning the lesson of self-help in the matter of education. Eighty-seven students graduated during the year as compared with 126 in the year before. Five years ago the number of graduates was exactly 40. The average cost to public funds for the education of each medical student amounts for the period under report to Rs. 353-6-8, which is a very heavy charge, but the fall in the cost to public funds of educating Art students during the same period is very satisfactory.

4. In paragraph 23 of the Report the Director comments on the practice of referring in the first instance to the "Local Committees" questions connected with the management of the schools under the control of the District Boards. The Lieutenant-Governor presumes that by

"Local Committees" Mr. Sime means "Local Boards." If this is so, it must be admitted that in many parts of the Province the view is taken that for most purposes the Local Board is a fifth wheel in the coach; but if we are to have such Boards at all, the matters referred to by the Director in the paragraph above quoted seem to be those of all others on which their opinion should be taken.

His Honor is glad to notice that in the case of schools managed by Municipal Committees there has been improvement during the past few years.

5. The most striking feature in the progress of the past quinquennium is the increased activity in favor of the extension of education on the part of the people themselves, and the private enterprise displayed in the establishment of schools is remarkable and very encouraging. No doubt in many instances the motives of the promoters may be mixed, but in any case the schools are established and a great good results both to education and to the cause of self-help.

6. As compared with 1889-90, the increase in the number of candidates in the Arts Examinations of the University is very marked. The percentage of success is, however, in general not high this year, and the private students have been particularly unsuccessful. The following table shows the percentage (in round numbers) of passes to candidates in the different Colleges:—

Name of College.	Examination.									Remarks.
	Intermediate.			*B. A.*			*M. A.*			
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.	
Lahore Government College	75	48	64	40	17	42	15	8	53	
Delhi Mission College	23	11	48	9	6	66	1	1	100	
Lahore Mission College	70	49	70	43	26	60	...	...	...	
Daya Nand Anglo-Vedic College ...	130	79	61	26	10	38	No	candidates.		
Municipal Board College, Amritsar ...	15	11	73	...	...	...	...	...	...	These Colleges teach up to the Intermediate Standard only.
Siálkot Mission College	11	5	45	...	...	...	...	...	...	
Islámiya College, Lahore	12	4	33	...	...	...	...	...	...	
Mission College, Ráwalpindi	11	8	72	...	...	...	...	...	...	

The general management of the Lahore Government College continues to be satisfactory, and the Lieutenant-Governor agrees with the Director that the work of Mr. Bell and the staff is deserving of high commendation.

The working of the Oriental College is also favorably reported on, but the Director, Public Instruction, should submit a separate report with reference to the remarks made in paragraph 79 of the Report regarding the prospects of advanced education through the medium of the vernacular.

7. The popularity of the Lahore Medical College continues unabated, and it is deserving of notice that 4 women were successful in the Medical Examinations out of 7 who presented themselves. In deference to frequent

representations, the Senate of the Punjab University has accepted the view that the Entrance Examination is an insufficient preparation for the study of medicine, and has substituted the Intermediate Examination in Arts as the necessary qualification for students commencing their medical studies in 1897. The Lieutenant-Governor entirely concurs with the Principal that this change cannot fail to have a salutary effect, and will eventually secure a higher class of graduates. In connection with the remarks made by the Inspector-General of Civil Hospitals—which are quoted in paragraph 80 of the Report—regarding the uncertainty in the professional examinations, it may be stated that the whole matter of great variations in the results of the University Examinations, Medical included, is at present under the consideration of Government. The heavy charge to public funds for the education of medical students has already been noticed, and the Director should consider separately whether, as suggested by the Principal, in whose opinion the Inspector-General of Civil Hospitals concurs, the fees might now be raised.

8. Turning to secondary education, the Lieutenant-Governor observes that in the past five years the number of schools has increased by 15 per cent. and the number of scholars by 18 per cent. With one trifling exception, the increase in scholars has been in all the classes of schools, and chiefly in the Anglo-Vernacular. This shows a steady improvement, and it is especially satisfactory that more than one-third of the total increase was of agriculturist scholars. The receipts from fees for the past year amounted to Rs. 3,62,213, or Rs. 1,23,147 more than in 1889-90, which means an increase of 50 per cent. The results of the Entrance Examination were good, but those of the Middle School Examination were very poor. If, as believed by the Director, this is due to a change in the standard of examination in English, he should consider whether it is possible to fix the standard with more precision.

9. The Lieutenant-Governor has read with interest Mr. Sime's remarks in paragraphs 93 and 94 of the Report on the subject of Boarding Houses, which under standing orders should, as far as possible, be attached to every Secondary School.

10. In paragraph 104 of the Report Mr. Sime asks that a further trial may be given to Zamíndári Schools, as he does not think that the scheme as yet stands fully condemned. Sir Dennis Fitzpatrick fears we cannot say more than this; but he is willing to meet the Director's wishes in the matter. Of Gurmukhi Schools Mr. Sime remarks that there is no evidence that they are popular, and that it appears that the attendance is maintained mostly through the influence of the teachers, and not from any wish on the part of the people to obtain this particular kind of instruction. The Lieutenant-Governor thinks that this is probably true, and, as remarked in the Review of the Report for 1891-92, His Honor fears that the scheme was merely one of those pseudo-nationalist ideas that are started from time to time by a few individuals, but awake no sympathy among the mass of the people.

11. In paragraph 109 Mr. Sime discusses the moral training given in the schools and its results. His account is not altogether satisfactory, but it is quite as good as can reasonably be expected under the conditions of the case. In physical training the advance during the past five years leaves nothing to be desired. The attention of all District Boards, Municipal Committees, and District Officers is invited to the remarks made in paragraph 111 on the subject of school buildings.

12. In European Schools the number of pupils in attendance has risen during the last five years by 23 per cent. This large increase is notable, and must be due in some measure to the fact that children who eventually go home are often kept longer in India than was formerly the case, and that more children than formerly receive their education entirely in India.

13. The total number of Muhammadans under instruction is now returned as 127,907 as compared with 139,793 five years ago, or a fall of 11,886. The

decline was solely on the side of the males and in Private Schools, mainly in the purely Rote Schools. This, it is remarked, is the result of a steadily growing depreciation of the old type of school in proportion as the new learning is taking hold of the people. But there must, the Lieutenant-Governor thinks, be some other cause at work, as the cause here mentioned would account for the transfer of pupils from one class of schools to another, not for a falling-off of nearly 12,000 pupils. On the other hand, though there has been a diminution in the total number of scholars, their attendance at public institutions of all kinds has largely increased, and there has been a corresponding increase in the number of successes attained by Muhammadans in the higher University Examinations.

14. The Lieutenant-Governor notices with pleasure the success of the pupils of the Aitchison College in the lower examinations, but he regrets their failure in the higher ones, not one of the candidates who appeared for the Intermediate and B. A. Examinations being successful. Among the gentry of the Province generally the advance of education is, His Honor is glad to observe, most satisfactory.

15. During the past five years the number of Private Schools has decreased by 2,684 and the number of scholars by 34,721. In regard to this Mr. Sime writes as follows :—

"A portion of this striking decline is accounted for by the fact that the schools of this class examined by the Department for grants have this year for the first time been returned as public schools. They are public schools in reality, in conforming to prescribed, though special, standards, and being examined by the Department; and the transfer was made in accordance with the practice prevailing in the other provinces. This accounts for 665 schools and 25,074 scholars from the heads of the "Vernacular" and "Other" schools which have been gradually attracting scholars from the other kinds of schools."

The explanation is not understood. Of the total diminution in the number of scholars, 19,128 was due to Rote Schools, which could not, the Lieutenant-Governor presumes, have become public. Is it that they have added other subjects and thus become public schools? Sir Dennis Fitzpatrick understands from paragraph 201 that the figures given in the extract include new schools as well as old schools that have changed their class, and he would be glad to have a further explanation of the point. His Honor entirely agrees with the Director as to the importance of Private Schools in our educational system.

16. The Lieutenant-Governor regrets to observe that in the case of the Delhi Municipality the amount spent on education is so low that the Primary School continues to be without a building, and that the High School has not been properly equipped, and His Honor hopes for a more favorable report in future years in this respect.

17. The present Report is clear and full, but the Lieutenant-Governor thinks that it might with advantage have been made shorter. Paragraphs 32—34, for example, might have been considerably curtailed, and there are other passages which might have been omitted altogether. The cordial thanks of Government are due to Mr. Sime for the very great interest he takes in his work, and the impartiality he displays in dealing with all classes. The general thoroughness of inspection in all grades is also deserving of commendation.

ORDER.—Ordered that the above Remarks be printed and circulated with copies of the Report and forwarded to the Director of Public Instruction; also that they be published in the *Punjab Government Gazette* and forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

J. M. DOUIE,

Offg. Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—7-12-95.—389.

CONTENTS.

		Page.
CHAPTER I.—GENERAL SUMMARY		3
„ *II.*—CONTROLLING AGENCIES		27
„ *III.*—UNIVERSITY EDUCATION		31
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)		43
A.—SECONDARY EDUCATION	43	
B.—PRIMARY SCHOOLS	51	
C.—GENERAL QUESTIONS	55	
D.—EDUCATION IN NATIVE STATES	59	
„ *V.*—SCHOOL EDUCATION—SPECIAL		62
A.—TRAINING INSTITUTIONS FOR TEACHERS	62	
B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION	67	
„ *VI.*—FEMALE EDUCATION (NATIVES)		73
„ *VII.*—EDUCATION OF SPECIAL CLASSES		83
A.—EDUCATION OF EUROPEANS	83	
B.—MUHAMMADAN EDUCATION	89	
C.—EDUCATION OF NATIVE CHIEFS	91	
D.—EDUCATION OF LOW CASTES	92	
„ *VIII.*—PRIVATE SCHOOLS		94
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS		98
APPENDICES.—A to N		i—cxi
STATISTICAL TABLES.—GENERAL TABLES Nos. I to VII		i—xxix

CHAPTER I.—GENERAL SUMMARY.

Para.		*Page.*
1	Report a quinquennial one	3
2	General statistics	„
3	Number of institutions and scholars	„
4	Colleges	„
5	Secondary Schools	4
6	Primary Schools	„
7	Schools for Special Instruction	„
8	Management of the Public Institutions	„
9	Private Institutions	5
10	Classification of scholars according to race or creed	„
11	Expenditure	„
12	Analysis of Direct Expenditure	6
13	Analysis of Indirect Expenditure	„
14	Expenditure from Imperial Revenues	7
15	Expenditure from Provincial Revenues	„
16	Expenditure from District and Municipal Funds	„
17	Expenditure from Other Sources	„
18	Fees	8
19	Examination results	„
20	Moral training and discipline	„
21	Physical training	9
22	General progress	„
23	Management of schools under District Boards	„
24	Management of schools by Municipal Boards	10
25	Extent to which District Boards fulfil their obligations as to expenditure on education	„
26	Obligations of District Boards considered by Circles and Districts ...	11
27	Extent to which Municipal Boards fulfil their pecuniary obligations to education	„
28	Obligations of Municipal Boards considered by Circles	„
29	Brief sketches of the state of education in each District	24
30	Comparison of boys under instruction in the different Districts ...	„
31	Private enterprise in education	25

CHAPTER II.—CONTROLLING AGENCIES.

Para.		*Page.*
32	Direction	27
33	Inspectors of Schools	„
34	Assistant Inspectors	„
35	Inspection work	„
36	Inspectress of Schools	28
37	District Inspectors	29
38	District Officers	„
39	Educational Conferences	„

CHAPTER III.—UNIVERSITY EDUCATION.

40	University Convocation	31
41	Examination results	„
42	Calcutta University Examinations	„
43	Punjab University Examinations	„
44	Oriental Language Examinations	„
45	Law Examinations	32
46	Medical Examinations	„
47	Engineering Examinations	33
48	Arts Colleges	„
49	Number and distribution of the students	„
50	Expenditure	„
51	Scholarships	34
52	Examination results for the Provincial Colleges alone	„
53	Results in each subject	35
	Lahore Government College—	
54	Principal's report, &c.	36
55	Statistics	„
56	Examination results	„
57	General remarks	37
	Delhi Mission College—	
58	Principal's report	37
59	Statistics	„
60	Examination results	„
61	General remarks	„
	Lahore Mission College—	
62	Principal's report	38
63	Statistics	„
64	Examination results	„
65	General remarks	„
	Daya Nand Anglo-Vedic College—	
66	Principal's report	„
67	Statistics	„
68	Examination results	„
69	General remarks	39
	The Minor Colleges—	
70	Reports on the Minor Colleges	„
71	Amritsar Municipal Board College	„
72	Siálkot Mission College	„
73	Islámiya College, Lahore	„
74	Mission College, Ráwalpindi	„
	The Oriental College, Lahore—	
75	Principal's report	40
76	Number and distribution of the students	„
77	Expenditure	„
78	Examination results	„
79	General remarks	„
	The Medical College, Lahore—	
80	Principal's reports	41
ib.	Inspector General's review	„

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

	Section A.—Secondary Education—	
81	Statistical table	43
82	Number of schools	„
83	Number of scholars	„
84	Expenditure	44
85	Fees	45
86	Scholarships	„

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)—*concld.*

Section A.—Secondary Education—*concld.*

Para.		*Page.*
87	Examination results	46
88	Entrance Examinations	,,
89	Most successful schools in the Entrance Examination	47
90	Middle School Examination	,,
91	Most successful schools in the Middle School Examination	48
92	Calcutta Entrance Examination	,,
93	Boarding Houses	49
94	Objects of the Boarding House system	,,
95	Advance of English compared with Vernacular education	50

Section B.—Primary Schools—

96	Statistics	51
97	Number of schools and scholars	,,
98	Expenditure	52
99	Fees	,,
100	Scholarships	53
101	Examination results	,,
102	Upper Primary Examination	54
103	Lower Primary Examination	,,
104	Zamíndárí Schools	,,
105	Distribution of the schools and scholars, &c.	55
106	Gurmukhí schools or classes	,,

Section C.—General Questions—

107	Character of the instruction imparted in the schools	,,
108	Conduct and discipline	56
109	Moral training	57
110	Physical training	,,
111	School buildings	58
112	Furniture and appliances	59
113	General progress	,,

Section D.—Education in Native States—

114	Statistical table	,,
115	Number and distribution of institutions and scholars	60
116	Examination results	,,

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Teachers—

117	Organization	62
118	Staff	,,
119	Composition of the classes	,,
120	Expenditure	,,
121	Certificate Examinations	63
122	Character of the results, &c.	,,
123	Conduct of the students	,,
124	Physical training	,,
125	Boarding House	,,
126	Model School	64
127	Work commended	,,
128	Statistical table	,,
129	Number of schools and scholars	65
130	Expenditure	,,
131	Certificate Examinations	,,
132	Practical training	66
133	General condition of the schools, &c.	,,
134	Provision of Female Teachers	67
135	Normal Classes and Certificate Examinations	,,

Section B.—Institutions for Technical Instruction—

136	Medical School	,,
137	Principal's report and statistics	68
138	Changes in the standards	,,
139	Statistics	,,
140	Figures considered	69
141	Principal's report	,,
142	The Staff	,,
143	Number and distribution of the students	,,
144	Subjects of instructions	,,
145	Expenditure and stipends	,,
146	Work of the year	70
147	Employment of the students	,,
148	Number of schools and scholars	,,
149	Railway Technical School, Lahore: statistics	71

CHAPTER V.—SCHOOL EDUCATION—SPECIAL—*concld.*

Para.		*Page.*
150	Examination results	71
151	Employment of the scholars after leaving the school	,,
152	Amritsar Industrial School	,,
153	Delhi Industrial School	72
154	Bedi Khem Singh's Industrial School	,,

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

155	Statistical table	73
156	Number of schools and scholars	,,
157	Secondary Schools	,,
158	Primary Schools	,,
159	Distribution of the schools by Circles	,,
160	Distribution by Districts	75
161	Expenditure	77
162	Fees	,,
163	Scholarships	,,
164	Examination results for Secondary Departments	78
165	Results of the Primary Examinations	79
166	Needlework	,,
167	Domestic Economy	80
168	Training discipline, &c.	,,
169	Progress during the last five years	,,
170	Prospects for the future	81

CHAPTER VII.—THE EDUCATION OF SPECIAL CLASSES.

Section A.—Education of Europeans—

171	Statistical table	83
172	Number of schools and scholars	,,
173	Grades of schools and stages of instruction	,,
174	Expenditure	,,
175	Fees	85
176	Scholarships	,,
177	Examination results	,,
178	Boarding arrangements	87
179	Conduct and discipline	,,
180	General progress	,,
181	Lawrence Asylum, Sanáwar...	,,
182	Lawrence Asylum, Murree	88
183	Private Schools	,,
184	Revision of the Code...	,,

Section B.—Muhammadan Education—

185	Comparative table	89
186	Numbers and comparisons	,,
187	Special evidence of progress	,,
188	Special encouragement of Muhammadan education and Special Schools	91

Section C.—Education of Native Chiefs, &c.—

189	Aitchison College	,,
190	Number of scholars	,,
191	Condition of the classes	,,
192	Sons of gentlemen of rank	92

Section D.—Education of Low Castes, &c.—

193	Special Schools for low-caste children, &c...	,,
194	Delhi Circle Schools...	93
195	Lahore Circle Schools	,,
196	Ráwalpindi Circle Schools	,,

CHAPTER VIII.—PRIVATE SCHOOLS.

197	Definition and classification	94
198	Number of schools and scholars	,,
199	Analysis of the returns	,,
200	Schools examined for grants	95
201	Explanation of the figures	96
202	Importance of these schools	,,
203	Drawbacks and difficulties	,,

CHAPTER IX.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

Para.		*Page.*
204	Chief Agencies	98
205	Report of the Text-Book Committee	,,
206	Work done by the Committee	,,
207	Special work in connection with the provision of text-books having a moral bearing.	99
208	Encouragement of Literature	,,
209	Obligations of the Educational Department to the Committee ...	100
210	Translating Staff	,,
211	Mufid-i-'Am Press	,,
212	Report of the Registrar, Education Department	,,
213	Secretariat Books' Account	,,
214	Government share in the copy-right text-books	101

APPENDICES.

	Page.
A.—District Accounts	i
B.—Report by the Principal on the Government College, Lahore, for the year 1894-95	lvi
C.—Report by the Principal on the St. Stephen's College, Delhi, for the year 1894-95	lxi
D.—Report by the Principal on the Foreman Christian College, Lahore, for the year 1894-95	lxiv
E.—Report by the Principal on the Daya Nand Anglo-Vedic College, Lahore, for the year 1894-95	lxvi
F.—Chapter III—University Education. Remarks by the Inspector of Schools, Lahore Circle	lxix
G.—Chapter III.—University Education. Remarks by the Inspector of Schools, Ráwalpindi Circle	lxxiv
H.—Report by the Principal on the Oriental College, Lahore, for the year 1894-95	lxxvii
I.—Report by the Principal on the Lahore Medical College and School for the year 1894-95	lxxxv
J.—Report by the Principal on the Central Training College, Lahore, for the year 1894-95	lxxxix
K.—Report by the Principal on the Veterinary College, Lahore, for the year 1894-95	xciv
L.—Report by the Principal on the Mayo School of Art, Lahore, for the year 1894-95	xcvi
M.—Report on the Operations of the Punjab Text-Book Committee for the Official year 1894-95	xcix
N.—Report by the Registrar, Education Department, Punjab, for the year 1894-95	cx

STATISTICAL TABLES.

General Table No.	I.—Abstract Return of Colleges, Schools, and Scholars	i
Do.	No. II.—Abstract Return of Expenditure on Public Instruction	ii—iii
Do.	No. III.—Return of Colleges, Schools, and Scholars	iv—v
Do.	No. IIIA.—Return of Schools and Scholars (Europeans) ...	vi
Do.	No. IIIB.—Return of Colleges, Schools and Scholars (Natives)	vii—ix
Do.	No. IV.—Return of Expenditure on Public Instruction ...	x—xiii
Do.	No. IVA.—Return of Expenditure on Public Instruction (Europeans)	xiv—xv
Do.	No. IVB.—Return of Expenditure on Public Instruction (Natives)	xvi—xix
Do.	No. V.—Return of the Stages of Instruction of Pupils in Public Schools for General Education	xx—xxi
Do.	No. VA.—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Europeans)	xxii—xxiii
Do	No. VB.—Return of the Stages of Instruction of Pupils in Public Schools for General Education (Natives)	xxiv—xxv
Do.	No. VI.—Return showing the results of prescribed Examinations	xxvi—xxvii
Do.	No. VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction ...	xxviii—xxix

DELHI CIRCLE.

HISSAR DISTRICT—

5 Secondary Schools for Boys at—
Hissár M. B., A.-V., High.
Sirsa ,, ,, Middle.
Bhiwání ,, ,, ,,
Hánsi M. B., V., ,,
Barwála D. B., V., ,,
54 Primary Schools for Boys.
3 Primary Schools for Girls.
1 Primary School for European Girls at Sirsa.
61 Private Schools (59 for Boys and 2 for Girls).

124

ROHTAK DISTRICT—

9 Secondary Schools for Boys at—
Rohtak M. B., A.-V., Middle.
Jhajjar ,, ,, ,,
Gohána ,, ,, ,,
Kalánaur D. B., V., ,,
Bádlí ,, ,, ,,
Mahm ,, ,, ,,
Bahádargarh, M. B., V., Middle.
Kharkhauda ,, ,, ,,
Berí ,, ,, ,,
47 Primary Schools for Boys.
5 Primary Schools for Girls.
38 Private Schools for Boys.

99

GURGAON DISTRICT—

7 Secondary Schools for Boys at—
Rewárí M. B., A.-V., High.
Gurgáon D. B., V., Middle.
Nuh ,, ,, ,,
Hasanpur ,, ,, ,,
Sohna M. B., ,, ,,
Palwal ,, ,, ,,
Firozpur ,, ,, ,,
87 Primary Schools for Boys.
12 Primary Schools for Girls.
41 Private Schools (40 for Boys and 1 for Girls).

147

DELHI DISTRICT—

1 Aided Arts College.
11 Secondary Schools for Boys at—
Delhi Anglo-Arabic, High.
,, M. B., ,,
,, Aided Mission, ,,
,, Anglo-Sanskrit, ,,
,, Suraiya Jáh's A.-V., High.
Sonepat M. B., A.-V., Middle.
Mahraulí D. B., V., ,,
Najafgarh ,, ,, ,,
Ballabgarh M. B., ,, ,,
Farídábád ,, ,, ,,
Unaided A.-V. Middle School at Delhi.
2 Secondary Schools for Girls at—
Delhi S. P. G. Mission Aided Boarding A.-V., Middle
,, Baptist ,, ,, ,, ,, ,,
1 Secondary School for European Girls at—
Delhi (Station School) Middle.
101 Primary Schools for Boys.
12 Primary Schools for Girls.
2 Special Schools at—
Delhi (Government Normal School for Masters and M. B. Industria School for Males).
91 Private Schools 88 for Boys and 3 for Girls).

221

KARNAL DISTRICT—

5 Secondary Schools for Boys at—
Karnál M. B., A.-V., High.
Kaithal ,, ,, Middle.
Pánipat ,, ,, ,,
Púndúrí D. B., V., ,,
Kunjpura ,, ,, ,,
66 Primary Schools for Boys.
4 Primary Schools for Girls.
59 Private Schools (50 for Boys and 9 for Girls).

134

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—
Jagádhrí M. B., A.-V., High.
Umballa City Aided Mission A.-V., High.
Umballa Cantonment Unaided A.-V., High, Hindú-Muhammadan.
Umballa City M. B., A.-V., Middle.
Rúpar ,, ,, ,,
Cantonment Aided ,, ,,
Murinda D. B., V., Middle.
Kharar ,, ,, ,,
Biláspur ,, ,, ,,
Manímázra ,, ,, ,,
Naráyangarh ,, ,, ,,
Mullána ,, ,, ,,
Sháhábád M. B., ,, ,,
Sádhaura ,, ,, ,,
Thánesar ,, ,, ,,
Ládwa ,, ,, ,,
Búriya ,, ,, ,,
105 Primary Schools for Boys.
9 Primary Schools for Girls.
1 Primary School for European Boys.
111 Private Schools (99 for Boys and 12 for Girls).
1 ,, School for European Girls.

244

SIMLA DISTRICT—

5 Secondary Schools for Boys at—
Simla M. B., A.-V., Middle.
Sanáwar L. M. A., Government, High.
Simla Bishop Cotton Aided, ,,
,, Christ Church Aided, Middle.
,, St. Michæls' ,, ,,
8 Secondary Schools for Girls at—
Sanáwar L. M. A., Government, High.
Simla Auckland House Aided, ,,
,, Convent Boarding ,, ,,
,, Ayrcliff ,, ,,
,, Mayo ,, Middle.
,, St. Francis' Convent ,, ,,
,, Christ Church ,, ,,
,, St. Joseph's Day ,, ,,
16 Primary Schools for Boys.
1 Primary School for Girls.
6 Private Schools (5 for Boys and 1 for Girls).
4 ,, ,, for Europeans (2 for Boys and 2 for Girls).

40

1,009

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—
- Pálampur D. B., A.-V., High.
- Núrpur M. B., ,, Middle.
- Kángra Aided Mission, A.-V., Middle.
- Sujánpur Tira D. B., V., Middle.
- Nádaun ,, ,, ,,
- Sultánpur ,, ,, ,,

70 Primary Schools for Boys.

9 Primary Schools for Girls.

16 Private Schools for Boys.

1 Do. School for European Boys.

102

HOSHIARPUR DISTRICT—

11 Secondary Schools for Boys at—
- Mahalpur Popular Unaided, A.-V., High.
- Hoshiárpur M. B., A.-V., High.
- Tánda ,, ,, Middle.
- Hoshiárpur Sanátan Dharm Unaided, A.-V., Middle.
- Bajwára Aided, A.-V., Middle.
- Mahalpur D. B., V., ,,
- Garhshankar ,, ,, ,,
- Hariána M. B., ,, ,,
- Mukerián ,, ,, ,,
- Dasúyah ,, ,, ,,
- Una ,, ,, ,,

156 Primary Schools for Boys.

9 Primary Schools for Girls.

104 Private Schools (98 for Boys and 6 for Girls).

280

JULLUNDUR DISTRICT—

15 Secondary Schools for Boys at—
- Jullundur M. B., A.-V., High.
- ,, Aided Mission ,, ,,
- Ráhon M. B., ,, Middle.
- Kartárpur ,, ,, ,,
- Nakodar ,, ,, ,,
- Cantonment Aided ,, ,,
- Nawashahr Unaided ,, Middle.
- Adampur D. B., V., ,,
- Pharála ,, ,, ,,
- Sháhkot ,, ,, ,,
- Aláwalpur M. B., ,, ,,
- Banga ,, ,, ,,
- Nawashahr ,, ,, ,,
- Phillour ,, ,, ,,
- Núrmahal ,, ,, ,,

1 Secondary School for Girls at Jullundur maintained by the Arya Samáj.

153 Primary Schools for Boys.

27 Primary Schools for Girls.

1 Special School (Government Normal School for Masters).

230 Private Schools (204 for Boys and 26 for Girls).

427

LUDHIANA DISTRICT—

19 Secondary Schools for Boys at—
- Ludhiána M. B., A.-V., High.
- ,, (Mission) Aided ,, ,,
- Ludhiána Christian Boys' Boarding High School (Aided).
- Sanskrit School, Ludhiána (Rái Jugal Kishor's).
- Jagráon (Hindú) Unaided, A.-V., Middle.
- Jagráon Engineering Popular, Unaided, A.-V., Middle.
- Jagráon M. B., A.-V., Middle.
- Ludhiána (Arya) Aided, A.-V., Middle.
- ,, (Haqqání) Aided, ,, ,,
- Samrála D. B., ,, ,,
- Gujarwál, D. B., V., ,,
- Baddowál ,, ,, ,,
- Ráepur ,, ,, ,,
- Malaudh ,, ,, ,,
- Sánehwál ,, ,, ,,
- Sawaddí ,, ,, ,,
- Khanna M. B. ,, ,,
- Máchhíwára ,, ,, ,,
- Ráekot ,, ,, ,,

1 Secondary School for Girls at—
- Gujarwál, D. B., V., Middle.

100 Primary Schools for Boys.

19 Primary Schools for Girls.

138 Private Schools (133 for Boys and 5 for Girls).

277

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—
- Ferozepore M. B., A.-V., High.
- Fázilka ,, ,, Middle.
- Cantonment Aided ,, ,,
- Mehráj D. B., V., ,,
- Moga ,, ,, ,,
- Buttar ,, ,, ,,
- Zíra M. B., ,, ,,
- Dharmkot ,, ,, ,,

77 Primary Schools for Boys.

5 Primary Schools for Girls.

126 Private Schools (122 for Boys and 4 for Girls).

216

1,302

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
Jhang Victoria Jubilee M. B., A.-V., High.
Chiniot M. B., A.-V., Middle.
Ahmadpur D. B., V., ,,
Shorkot ,, ,, ,,
50 Primary Schools for Boys.
8 Primary Schools for Girls.
77 Private Schools (all for Boys).

139

MONTGOMERY DISTRICT—

4 Secondary Schools for Boys at—
Montgomery M. B., A.-V., Middle.
Kamália ,, ,, ,,
Pákpattan ,, V., ,,
Dipálpur D. B., A.-V., ,,
38 Primary Schools for Boys.
1 Primary School for Girls.
81 Private Schools (79 for Boys and 2 for Girls).

124

LAHORE DISTRICT—

1 Government Arts College.
1 Aided ,, ,, (Mission).
1 Unaided ,, ,, (Daya Nand A.-V.)
1 ,, ,, ,, (Islámiya A.-V.)
1 Aided Oriental College.
1 Government Medical College.
25 Secondary Schools for Boys at—
Lahore Government A.-V., (Central Model), High
Qasúr M. B., ,, ,,
Lahore Aided (Mission) A.-V., ,,
,, ,, (Aitchison College) A.-V., ,,
,, Unaided (Daya Nand School) A.-V., ,,
,, ,, (Daya Nand School) A.-V., ,,
,, ,, (Madrastul Musalmín) ,, ,,
,, ,, Sanátan Dharm Sabha School, High
,, Aided (Oriental College School) V.. ,,
,, ,, (European Boys) E., ,,
,, ,, (Aitchison School) A.-V., Middle
Chúnián M. B., ,, ,,
Lahore Aided (Mission Night) ,, ,,
Mián Mír Cantonment Aided ,, ,,
Lahore Unaided (Lyall School) ,, ,,
Unaided Shankar Dás School, Sháhdará A.-V., ,,
Lahore Aided (N.-W. Ry. Night School) E., ,,
,, ,, (Cathedral Orphanage) ,, ,,
,, ,, (St. Anthony's) ,, ,,
Bhadána D. B., V., Middle.
Sursingh ,, ,, ,,
Bághbánpur ,, ,, ,,
Khem Karn M. B., V., ,,
Pattí ,, ,, ,,
Sharaqpur ,, ,, ,,
5 Secondary Schools for Girls at—
Lahore Aided (Lady Dufferin School) A.-V., High.
,, ,, (Cathedral Girls' ,,) E., Middle.
,, ,, (Convent ,,) ,, ,,
,, ,, (Cathedral Orphanage) ,, ,,
,, ,, (Victoria School) V., ,,
93 Primary Schools for Boys.
1 Primary School for Boys (Europeans).
35 Primary Schools for Girls.
7 Special Institutions at—
Lahore Government Central Training College.
,, ,, Normal School.
,, ,, Mayo School of Art.
,, Aided Law School.
,, Government Medical School.
,, ,, Railway Technical School.
,, ,, Veterinary School.
209 Private Schools (179 for Boys and 30 for Girls).
1 Private School for European Girls.

382

AMRITSAR DISTRICT—

1 Municipal Board College.
18 Secondary Schools for Boys at—
Amritsar M. B., A.-V. High.
,, Aided (Mission) A.-V., ,,
,, ,, (M. A. O.) ,, ,,
,, Unaided (Hindú), ,, ,,
,, ,, (Punjabí) ,, ,,
Tarn Táran D. B., A.-V., Middle.
Amritsar Aided (Mission Night), A.-V., Middle.
Majítha ,, (Mission) ,, ,,
Ajnála D. B., V., ,,
Ram Dás ,, ,, ,,
Rája Sánsí ,, ,, ,,
Vairowál ,, ,, ,,
Fatehábád ,, ,, ,,
Butála ,, ,, ,,
Majitha Unaided A.-V., Middle.
Amritsar Khálsa School, Unaided Middle.
,, Sir James Lyall ,, ,,
,, Hindú Sabha School ,,
3 Secondary Schools for Girls—
Amritsar Aided (Alexandra) A.-V., High.
,, ,, (Christian Boarding), A.-V., Middle.
,, M. B., V., Middle.
125 Primary Schools for Boys.
42 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
147 Private Schools (140 for Boys and 7 for Girls).
1 Private School for European Boys.

338

GURDASPUR DISTRICT—

12 Secondary Schools for Boys at—
Gurdáspur M. B., A.-V., High.
Batála Aided (Baring School), A.-V., High.
,, M. B., A.-V., Middle.
Dínánagar M. B., A.-V., Middle.
Pathánkot ,, ,, ,,
Srigobindpur ,, ,, ,,
Dera Bába Nának ,, ,, ,,
Bátala City Aided (Mission) A.-V., ,,
Kanjrúr D. B., V., ,,
Shakargarh D. B., ,, ,,
Sujánpur M. B., ,, ,,
Kalánaur ,, ,, ,,
139 Primary Schools for Boys.
7 Primary Schools for Girls.
31 Private Schools (30 for Boys and 1 for Girls).

189

GUJRANWALA DISTRICT—

13 Secondary Schools for Boys at—
Gujránwála Aided (Mission), A.-V., High.
Wazírábád ,, (,,) ,, ,,
Gujránwála Khálsa Unaided, High.
,, Islámia School Unaided Middle.
Háfizábád A.-V., Unaided Middle.
Akálgarh M. B., A.-V., ,,
Emínábád Unaided ,, ,,
Háfizábád D. B., V., ,,
Sohdra D. B., V., Middle.
Pindí Bhattían D. B., V., Middle.
Rámnagar M. B., V., ,,
Qila' Dídár Singh M. B., V., ,,
Gujránwála M. B., A.-V., ,,
2 Secondary Schools for Girls at—
Gujránwála, Aided (Mission), V., Middle.
,, (M. B.,) V., Middle.
99 Primary Schools for Boys.
18 Primary Schools for Girls.
174 Private Schools (157 for Boys and 17 for Girls).

306

1,478

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College at Siálkot.
13 Secondary Schools for Boys at—
Siálkot M. B., A.-V., High.
,, Aided (Scotch Mission) A.-V., High.
,, ,, (American ,,) ,, ,,
Pasrúr M. B., A.-V., High.
Zafarwál M. B., A.-V., Middle.
Jámke ,, ,, ,,
Nárowál Aided ,, ,,
Siálkot Unaided ,, ,,
(Christian Training Institute).
Sankhatra D. B., Vernacular, Middle.
Sambariál ,, ,, ,,
Gota ,, ,, ,,
Daska M. B., A.-V., ,,
Qila' Sobha Singh M. B., V., ,,
3 Secondary Schools for Girls at—
Siálkot 2 V., Middle.
,, Aided (Convent), E., Middle.
188 Primary Schools for Boys.
34 Primary Schools for Girls.
174 Private Schools (173 for Boys and 1 for Girls).
413

GUJRAT DISTRICT—

9 Secondary Schools for Boys at—
Gujrát M. B., A.-V., High.
,, Aided (Mission) A.-V., ,,
Dinga Aided (Mission) ,, Middle.
Gujrát Unaided (Islámia) ,, ,,
Kunjah D. B., V., ,,
Phália ,, ,, ,,
Jalálpur Jattan Aided A.-V. ,,
Khárián D. B., V., ,,
Dinga A.-V. (Unaided) ,,
95 Primary Schools for Boys.
6 Primary Schools for Girls.
359 Private Schools (317 for Boys and 42 for Girls).
469

SHAHPUR DISTRICT—

7 Secondary Schools for Boys at—
Bhera M. B., A.-V., High.
,, Unaided Anglo-Sanskrit ,,
Sháhpur D. B., A.-V., (Davies School) Middle.
Miáni M. B., A.-V., ,,
Khusháb ,, ,, ,,
Sáhíwál ,, ,, ,,
Naushahra D. B., V., ,,
67 Primary Schools for Boys.
10 Primary Schools for Girls.
220 Private Schools (179 for Boys and 41 for Girls).
304

JHELUM DISTRICT—

7 Secondary Schools for Boys at—
Jhelum M. B., A.-V., High.
Pind Dádan Khán M. B., A.-V., Middle.
Chakwál D. B., A.-V., ,,
Rohtás D. B., V., Middle.
Talagang ,, A.-V., ,,
Bhawan ,, V., ,,
Sanghoí Aided (Mission) A.-V., Middle.
52 Primary Schools for Boys.
15 Primary Schools for Girls.
506 Private Schools (350 for Boys and 156 for Girls).
1 ,, School for European Girls.
581

RAWALPINDI DISTRICT—

1 Unaided Arts College at Ráwalpindi.
14 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L. M. A.) E., ,,
Ráwalpindi Unaided (Deny's) A.-V., ,,
Sagri D. B., A.-V., Middle.
Ráwalpindi M. B., A.-V., ,,
Hazro ,, ,, ,,
Murree Aided (St. Thomas) E., ,,
Ráwalpindi Aided (Station) E., ,,
Gujar Khán D. B., V., ,,
Kallar ,, ,, ,,
Sukho ,, ,, ,,
Guliána ,, ,, ,,
Pindígheb M. B., ,, ,,
Sharesht Nítí Shála of Bháí Búta Singh at Ráwalpindi Unaided) A.-V., Middle.
3 Secondary Schools for Girls at—
Murree Government (L. M. A.) E., High.
,, Aided (St. Deny's) E., Middle.
,, ,, (Convent) ,, ,,
94 Primary Schools for Boys.
27 Primary Schools for Girls.
2 Special Schools at—
Ráwalpindi Government Normal School for Masters.
Ráwalpindi Unaided Industrial School.
656 Private Schools (428 for Boys and 228 for Girls).
797

HAZARA DISTRICT—

5 Secondary Schools for Boys at—
Abbottabad M. B., A.-V., Middle.
,, Albert Victor (Unaided) A.-V., ,,
Harípur M. B., A.-V., ,,
Kot Najibullah D. B., V., ,,
Baffa M. B., V., ,,
31 Primary Schools for Boys.
458 Private Schools (353 for Boys and 105 for Girls).
494

PESHAWAR DISTRICT—

11 Secondary Schools for Boys at—
Pesháwar M. B., A.-V., High.
,, Aided (Edwardes' Mission) A.-V., ,,
Lála Rádha Kishan's Páthshála (Unaided) V., ,,
Islámia School (Unaided) A.-V., Middle.
Arya (Unaided) A.-V., ,,
Mardán D. B., V., ,,
Naushahra Kalán D. B., Vernacular, ,,
Chársadda ,, ,, ,,
Zaidú ,, ,, ,,
Chamkání ,, ,, ,,
Tangí ,, ,, ,,
62 Primary Schools for Boys.
3 Primary Schools for Girls.
212 Private Schools (167 for Boys and 45 for Girls).
288

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát M. B., A.-V., High.
9 Primary Schools for Boys.
66 Private Schools (all for Boys).
76

3,422

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

10	Secondary Schools for Boys at—
	Mooltan M. B., A.-V., High.
	,, Aided (Mission), A.-V., High.
	Shujábád M. B., A.-V., Middle.
	Cantonment Aided ,, ,,
	Mooltan Unaided (Anglo-Sanskrit), A.-V., Middle.
	,, ,, (Islámia), A.-V., Middle.
	Kahror D. B., V., Middle.
	Saráe Siddhú ,, ,, ,,
	Jalálpur M. B., ,, ,,
	Tulamba ,, ,, ,,
85	Primary Schools for Boys.
2	Primary Schools for Girls.
2	Primary Schools for European Girls at Mooltan.
1	Special School at—
	Mooltan Government Normal School for Masters.
175	Private Schools (161 for Boys and 14 for Girls).
275	

BANNU DISTRICT—

5	Secondary Schools for Boys at
	Bannú M. B., A.-V., Middle.
	,, Aided (Mission) ,, ,,
	Míánwáli D.B., V., ,,
	Mína Khel M.B., ,, ,,
	I'sa Khel ,, ,, ,,
39	Primary Schools for Boys.
252	Private Schools (219 for Boys and 33 for Girls).
296	

DERA ISMA'IL KHAN DISTRICT—

6	Secondary Schools for Boys at—
	D. I. Khán Aided (Mission), A.-V., High.
	,, Unaided (Bhrátri Sabha), A.-V., High.
	,, M.B., A.-V., Middle.
	Leiah ,, ,, ,,
	Kuláchí D.B., ,, ,,
	Bhakkar M.B., V., ,,
45	Primary Schools for Boys.
5	Primary Schools for Girls.
398	Private Schools (318 for Boys and 80 for Girls).
454	

DERA GHAZI KHAN DISTRICT—

5	Secondary Schools for Boys at—
	D. G. Khán M. B., A.-V., High.
	Rájanpur ,, ,, Middle.
	Rojhán D. B., V., ,,
	Taunsa ,, ,, ,,
	Jámpur M. B., A.-V., ,,
51	Primary Schools for Boys.
1	Primary School for Girls.
195	Private Schools (163 for Boys and 32 for Girls).
252	

MUZAFFARGARH DISTRICT—

3	Secondary Schools for Boys at—
	Muzaffagarh M. B., A.-V., Middle.
	Kot Adú D. B., V., ,,
	'Alipur M. B., ,, ,,
49	Primary Schools for Boys.
2	Primary Schools for Girls.
100	Private Schools (90 for Boys and 10 for Girls).
154	
1,431	

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges... English ...	8	6	2	...	930	358	572	...	1,30,194	1,07,671	22,523	...
Arts Colleges... Oriental ...	1	1	...	...	73	81	...	8	21,417	18,689	2,728	...
Medical College	1	1	...	...	211	106	105	..	83,504	57,849	25,655	...
High Schools	64	45	19	...	19,109	13,278	5,831	...	5,21,393	4,20,529	1,00,864	...
Middle Schools	226	205	21	...	33,523	31,195	2,328	...	3,67,282	3,19,371	47,911	...
Total Secondary Schools ...	290	250	40	...	52,632	44,473	8,159	...	8,88,675	7,39,900	1,48,775	...
Primary Schools	2,446	1,677	769	...	108,426	84,763	23,663	...	4,61,252	3,72,500	88,752	...
Total Schools for General Education	2,736	1,927	809	...	161,058	129,236	31,822	...	13,49,927	11,12,400	2,37,527	...
Schools for Special Instruction	14	13	1	...	1,708	1,114	594	...	1,47,320	1,22,148	25,172	...
Total Schools for General Education and for Special Instruction	2,750	1,940	810	...	162,766	130,350	32,416	...	14,97,247	12,34,548	2,62,699	...
For Females.												
High Schools	7	5	2	...	622	453	169	...	47,792	32,270	15,522	...
Middle Schools	22	19	3	...	1,539	1,023	516	...	62,846	63,061	...	215
Total Secondary Schools ...	29	24	5	...	2,161	1,476	685	...	1,10,638	95,331	15,307	...
Primary Schools	333	299	34	...	10,980	8,530	2,450	...	77,170	66,698	10,472	...
Total Schools for General Education	362	323	39	...	13,141	10,006	3,135	...	1,87,808	1,62,029	25,779	...
Total Public Institutions for Males and Females ...	3,122	2,271	851	...	177,121	140,901	36,220	...	19,20,170	15,80,786	3,39,384	...
PRIVATE INSTITUTIONS.												
For Males	4,602	7,397	...	2,795	69,405	106,852	...	37,447	...	...	...	...
For Females	918	806	112	...	12,235	9,422	2,813	...	...	...	...	...
Total Males and Females ...	5,520	8,203	...	2,683	81,640	116,274	...	34,634	...	...	...	...
Grand Total of Institutions, Public and Private ...	8,642	10,474	...	1,832	258,761	257,175	1,586	...	...	...	...	...
Scholarships	...	...	...	...	...	..	...	...	1,57,042	1,34,987	22,055	...
Other Charges	...	...	...	...	...	...	...	...	6,93,218	7,17,082	...	23,864
Grand Total of Expenditure	...	...	...	...	...	...	...	...	27,70,430	24,32,855	3,37,575	...
High Stage ... Boys	2,764	1,598	1,166	..	From Imperial Revenues ...				1,31,849	1,29,636	2,213	...
High Stage ... Girls	54	25	29	...								
Middle Stage ... Boys	12,503	10,449	2,054	...	,, Provincial Revenues ...				7,88,514	7,12,787	75,727	...
Middle Stage ... Girls	453	322	131	...								
Total ... Boys	15,267	12,047	3,220	..	,, District Funds ...				6,24,493	5,27,879	96,614	...
Total ... Girls	507	347	160	...								
Upper Primary Stage* Boys	28,088	23,671	4,417	...	,, Municipal Funds ...				3,45,543	3,15,412	30,131	...
Upper Primary Stage* Girls	1,262	810	452	...								
Lower ,, ,, * Boys	117,700	93,532	24,168	...	,, Fees ... Tuition Fees				5,39,383	3,47,618	1,91,765	...
Lower ,, ,, * Girls	11,375	8,835	2,540	...								
Total ... Boys	145,788	117,203	28,585	...	,, Fees ... Other Fees ...				52,311	36,669	15,642	...
Total ... Girls	12,637	9,645	2,992	...								
					,, Other Sources				2,88,337	3,62,854	...	74,517
					Total ...				27,70,430	24,32,855	3,37,575	...

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

	Paras.		Paras.
Quinquennial report	1	Management of Schools by Municipal Boards	24
General statistics	2—10	Extent to which District Boards fulfil their obligations to education ...	25—26
Expenditure	11—17	Extent to which Municipal Boards fulfil their obligations to education ...	27—28
Fees	18	Brief sketches of the state of education in each District	29
Examination results	19	Comparison of boys under instruction in the different Districts	30
Moral training and discipline ...	20	Private enterprise in education ...	31
Physical training	21		
General progress	22		
Management of Schools by District Boards	23		

Report a quinquennial one.

1. In accordance with the orders of Government on the preparation of the Annual Reports of this Department, the present falls to be a quinquennial report; and, in consequence, the figures for the past year are throughout compared with those of 1889-90, and the progress noticed is for the last five years. It appears to me that it would be more convenient if our quinquennium were made synchronous with that of the Government of India's Educational Review.

General statistics.

2. The table on the opposite page gives a general summary of the statistics of educational institutions of all kinds in the Punjab for the past year, in comparison with the figures for 1889-90.

Number of institutions and scholars.

3. The number of Public Institutions has risen during the last five years from 2,271 to 3,122, or by 851, and the number of scholars from 140,901 to 177,121, or by 36,220. This rise of over 25 per cent. is, to a considerable extent, nominal, owing to the transfer this year of 665 schools, with 25,074 scholars, which have hitherto been returned as Private Schools, to the head of Public Schools of the Primary grade. These schools, as will be explained in Chapters IV and VIII, are the Indigenous and Elementary Vernacular Schools, which have recently been brought under the influence of the Department, and which, as examined for grants, are in reality Public Schools. The rise both in schools and scholars extends to all kinds of institutions for both males and females. In Private Institutions, there was a fall in the number of schools from 8,203 to 5,520, or by 2,683, and also in the number of scholars from 116,274 to 81,640, or by 34,634. A portion of this marked decline is explained by the transfer noticed above; and, for the rest, the schools were mostly Rote Schools, which serve little educational purpose, and purely Classical and Mahájani Schools, which are gradually losing ground as education of a useful kind comes to be appreciated. The decline was confined to the institutions for males, there being a rise both in schools and scholars on the female side. Taking both Public and Private Institutions together, we get 8,642 educational institutions now in the Province, giving instruction to 258,761 scholars, or to 8·26 per cent. of the children of school-going age. Of the whole number of scholars, 233,385 are males, or 13·82 in a hundred of school-going age, and 25,376 females, or 1·76 per cent.

Colleges.

4. The number of Colleges for University Education is now 10—9 Arts Colleges, and 1 Medical College—compared with 8 five years ago, two new Arts Colleges having been opened within the period. The attendance on all the Colleges has risen

Chapter I, 5. General Summary.

from 545 to 1,214, or by over 122 per cent. Of the rise, 572 belong to the Arts (English) Colleges, and 105 to the Medical College, there being a fall of 8 in the Oriental College. If the Law students, returned in Chapter V be added, or 290, this would give a total of 1,504 students receiving a University Education in the Province.

Secondary Schools.

5. The number of Secondary Schools for boys has risen during the last five years from 250 to 290, or by 40, and the number of scholars from 44,473 to 52,632, or by 18 per cent. The number of Secondary Schools for girls has increased by 5, or from 24 to 29, and the number of scholars by 685, or from 1,476 to 2,161. The total of Secondary Schools for both boys and girls is now 319, with 54,793 scholars, compared with 274 schools and 45,949 scholars in 1889-90. Of the schools, 292 are for Natives—163 Anglo-Vernacular, and 129 Vernacular, and 27 for Europeans; and of the scholars, 52,807 are Natives, and 1,985 Europeans. Of the whole number of scholars in these schools, 2,818 are at the High stage of instruction, and 12,956 at the Middle stage, compared with 1,623 and 10,771, respectively, at the end of the previous five years.

Primary Schools.

6. The number of Primary Schools for boys has increased from 1,677 to 2,446, on account of the transfer already explained, and the number of scholars from 84,763 to 108,426, or by over 27 per cent. The number of Primary Schools for girls has also risen from 299 to 333, and the number of scholars from 8,530 to 10,980, or by 28 per cent. Taking both Boys' and Girls' Schools together, there are now altogether 2,779 Primary Schools in the Province, attended by 119,406 scholars, against 1,976 schools and 93,293 scholars in 1889-90. Five of these schools, with 158 scholars, are for Europeans. If the number in the Primary Departments of the Secondary Schools be added, or 39,019, we get a total of 158,425 scholars at the Primary stage of instruction in Public Schools, of whom 29,350 are at the Upper Primary stage, compared with 24,481 at the beginning of the five years' period.

Schools for Special Instruction.

7. Besides the ordinary schools for general education summarised above, there are 14 schools for Special Instruction in the Province, compared with 13 in 1889-90. These consist of 6 Training Institutions for Male Teachers, with 342 scholars; 1 Law School, with 290 scholars; 1 Medical School, with 302 scholars; 1 Veterinary School, with 94 scholars; 1 School of Art, with 171 scholars; and 4 Industrial Schools, with 509 scholars, the additional school being one of the last. The attendance on all the Special Schools at the end of the past year was 1,708, compared with 1,114 five years ago, or an increase of 53 per cent. Seven of the students attending the Medical School are females. As explained in previous reports, there are, at present, no Training Institutions for Female Teachers; but there were, at the end of the past year, 12 young women, not included in the above figures, under training as teachers in Normal Classes attached to a few of the ordinary Girls' Schools.

Management of the Public Institutions.

8. The following statement gives the classification of the Public Institutions above returned according to their management:—

	Institutions.	Scholars.
Under Public Management—		
Managed by Government...	23	3,598
Managed by Local Boards	2,097	119,682
Under Private Management—		
Aided Institutions...	862	42,995
Unaided Institutions	140	10,846
Total ...	3,122	177,121

The Government Institutions consist of an Arts College, a Medical College, 10 of the Schools for Special Instruction, 5 Model Schools attached to the Training Institutions, the Military Asylums at Sanáwar and Murree (2 for boys and 2 for girls), and the Anglo-Arabic School at Delhi, with its Branch School. The Murree Asylum and the Anglo-Arabic School are Government Institutions only in the sense that their Managing Committees are appointed wholly or partly by Government. The scholars in the institutions managed by Government constitute only 2 per cent. of the total; those in Board Schools, 68 per cent.; those in Aided Schools, 24 per cent.; and those in Unaided Schools, 6 per cent., the last two together having made up only about 13 per cent. of the whole five years ago.

Private Institutions.

9. The statement below gives the distribution of the Private Institutions according to their kind, with the scholars attending them :—

	Schools.	Scholars.
Advanced Schools, teaching—		
Arabic or Persian...	395	5,311
Sanskrit	98	1,434
Elementary Schools, teaching—		
A Vernacular only or mainly	1,194	24,048
The Qurán	3,765	49,047
Other Schools not conforming to departmental standards	68	1,800
Total ...	5,520	81,640

Nine hundred and eighteen of the schools, chiefly Qurán Schools, are for females, with 12,235 scholars. The Advanced Schools for instruction in one or other of the Oriental Classical Languages, and the Qurán Schools in which parts of the Arabic text are taught by rote, are those which have mostly fallen away during the last five years. The Vernacular and Other Schools are those which chiefly lend themselves to the influence of the Department; and it was from these that the 665 schools and 25,074 scholars already spoken of were transferred during the past year to the category of Aided Public Schools of the Primary grade.

Classification of scholars according to race or creed.

10. According to race or creed, the classification of the scholars now on the rolls is as follows :—In Public Institutions, Hindús 101,991, Muhammadans 70,151, Native Christians 1,207, Others 1,631, Europeans 2,141; in Private Institutions, Hindús 23,336, Muhammadans 57,756, Native Christians 125, Others 254, Europeans 169; in both Public and Private Institutions, Hindús 125,327, Muhammadans 127,907, Native Christians 1,332, Others 1,885, Europeans 2,310. In Public Institutions, the proportion of Hindú to Muhammadan scholars is as 100 : 68; in Private Institutions, it is as 40 : 100; and in both together, that is, in the grand total under instruction, it is as 97 : 100, compared with 79 : 100 of relative population. Since 1889-90, there is a rise of 13,408 Hindús, 752 Others, and 409 Europeans, and a fall of 11,886 Muhammadans, and 1,097 Native Christians. The fall in the former case is due to the largely diminished number of Qurán Schools; in the latter case, it is probably owing to all the scholars in certain Mission Schools having been wrongly returned five years ago as Native Christians.

Expenditure.

11. The whole departmental expenditure for the past year was Rs. 27,70,430, or Rs. 3,37,575 more than in 1889-90. The *direct* expenditure, that is, expenditure on tuition, was Rs. 19,20,170,

Chapter I, 12. General Summary.

or an increase of Rs. 3,39,384 on what it was five years ago; whereas the *indirect* expenditure, that is, expenditure on Direction, Inspection, Scholarships, Buildings, &c., was Rs. 8,50,260, or a decrease of Rs. 1,809. The rise in direct expenditure extended to all classes of institutions except the Middle Schools for girls; the fall in indirect expenditure was in Buildings, which was not wholly covered by a rise on account of Scholarships. Of the total expenditure, 69·3 per cent. was direct, and 30·7 indirect, compared with 64·97 and 35·03, respectively, in 1889-90.

Analysis of Direct Expenditure.

12. The direct expenditure on University Education was Rs. 2,35,115, or Rs. 50,906 more than it was five years ago, the Arts Colleges showing a rise of Rs. 25,251, and the Medical College of Rs. 25,655, owing to further development. The average cost of educating a student in an Arts College is Rs. 163-14-5; in the Medical College, it is Rs. 381-4-9, against Rs. 305-3-6 and Rs. 511-15 in 1889-90. In the former case Public Funds contribute Rs. 70-1-3, or 43 per cent.; in the latter, Rs. 353-0-8, or 92 per cent.

In Boys' Schools for General Education, the direct expenditure was Rs. 13,49,927, or an increase of Rs. 2,37,527, of which Rs. 1,48,775 was in the Secondary Schools, and Rs. 88,752 in the Primary. In Girls' Schools, the expenditure rose by Rs. 25,779 to Rs. 1,87,808, the increase on Secondary Schools being Rs. 15,307, and on Primary Schools, Rs. 10,472. In both cases, the rise was due to the greater number of schools and improved equipment. The total direct expenditure on both Boys' and Girls' Schools was Rs. 15,37,735, or Rs. 2,63,306 more than in 1889-90. The average cost of educating a scholar in a Secondary School is Rs. 18-1-1; in a Primary School, it is Rs. 4-11-1. In the former case Public Funds contribute Rs. 7-12-7, or 43 per cent.; in the latter, Rs. 3-12-1, or 80 per cent.

In Schools for Special Education, the direct expenditure amounted to Rs. 1,47,320, or Rs. 25,172 more than five years ago. Of this total, Rs. 59,381 was spent on the Training Institutions for Teachers, and Rs. 87,939 on the other Schools for Professional or Technical Instruction. Of the increased expenditure, Rs. 8,177 was on account of the Training Institutions, the remainder being shared pretty equally by the other schools, except the School of Art, which shows a decrease. The whole of the expenditure on the Training Institutions was met from Public Funds; in the other institutions, 66 per cent. was so met.

Analysis of Indirect Expenditure.

13. Indirect expenditure is given in the General Summary table under the two heads of Scholarships and Other Charges. On Scholarships, the expenditure was Rs. 1,57,042, or Rs. 22,055 more than in 1889-90, about one-half of the increase being in the Special Schools other than Training Institutions. The details under the head of Other Charges are given below :—

	1894-95.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
(1). Buildings	1,94,321	2,50,528	...	56,207
(2). Furniture and Apparatus	50,805	48,830	1,975	...
(3). University	77,665	60,912	16,753	...
(4). Direction	48,181	46,252	1,929	...
(5). Inspection	1,56,322	1,51,070	5,252	...
(6). Miscellaneous	1,65,924	1,59,490	6,434	...
Total	6,93,218	7,17,082	...	23,864

There is a decrease, on the whole, of Rs. 23,864, arising from a fall on account of Buildings of Rs. 56,207, diminished by a rise against each of the other heads. The fall on account of Buildings is due to a specially large item for the Aitchison College, Lahore, having been included in the figures for 1889-90, without anything corresponding in the returns for the past year. The rise against Furniture and Apparatus is mainly due to an increased supply of Science and Gymnastic appliances. The considerable increase under the head University was on account of examinations and the general objects of that body. The rise against Direction and Inspection was chiefly due to Exchange Compensation, and, in the latter case, also to extra payments on account of Privilege Leave. The increase under Miscellaneous was mostly on account of expenditure on Boarding Houses and Athletic Sports; and the amount would have been larger but for the transfer, this year for the first time, of the grants earned by Indigenous Schools to the proper head of direct expenditure. It may be noted that the cost of Direction is 1·73 per cent. of the total expenditure (direct and indirect), of Inspection 5·64, of Scholarships 5·66, and of Buildings and Furniture 8·84 per cent.

Expenditure from Imperial Revenues.

14. The expenditure from Imperial Revenues for the past year was Rs. 1,31,849, or Rs. 2,213 more than five years ago. This expenditure is wholly on the Sanáwar Military Asylum and on account of a grant to the Veterinary School at Lahore, the rise being exclusively in the former. The expenditure from this source is 4·7 per cent. of the total.

Expenditure from Provincial Revenues.

15. The expenditure from Provincial Revenues was Rs. 7,88,514, or Rs. 75,727 more than it was in 1889-90. The increase extended to all classes of institutions, except Arts Colleges, Middle Schools for girls, and Primary Schools, in which there was a fall. There was also a decline of expenditure from this source on account of Buildings, Furniture, and University, but a rise on Scholarships, Direction, Inspection, and Miscellaneous. The expenditure from this source is 28·4 per cent. of the total.

Expenditure from District and Municipal Funds.

16. The expenditure from District Funds is Rs. 6,24,493, or Rs. 96,614 more than it was five years ago. The increase was on all kinds of schools especially Primary, and on all the heads of indirect expenditure contributed to from this source except Inspection, in which there was a decline. The expenditure from Municipal Funds was Rs. 3,45,543, or Rs. 30,131 more than in 1889-90. The increase was mostly on account of Buildings and other indirect expenditure, there being, on the whole, a decline in the payments on tuition from this source owing to the relief afforded by the increased income from Fees. The expenditure from District Funds is 22·5 per cent. of the total cost; from Municipal Funds, it is 12·4 per cent.

Expenditure from Other Sources.

17. The expenditure from Other Sources has declined by Rs. 74,517 during the last five years, and now stands at Rs. 2,88,337. The expenditure is made up of Subscriptions and Endowments in support of Institutions under Private Management, and represents the pecuniary contribution from Private Sources, other than Fees, on account of Education. The decrease was under nearly all the heads of expenditure except for Middle and Primary Schools and University, in which there was a rise; and is explained, not by a decline in private enterprise, for the opposite has been the case, but by the increased income from Fees making the demand on Private Funds

Chapter I, 18. General Summary. Fees.

proportionately less. The expenditure from this source is 10·4 per cent. of the total, against 14·9 per cent. five years ago.

18. The income from Tuition Fees has risen during the quinquennium by Rs. 1,91,765, or by 55 per cent., and now stands at Rs. 5,39,383. The rise was in all kinds of institutions except Middle Schools for girls, and was especially marked in High Schools, Middle Schools for boys, and Arts Colleges. There is also a considerable rise in the Fees for admission to the University Examinations, returned as Other Fees. Taking both classes of Fees together, we get a total of Rs. 5,91,694, or 21·3 per cent. of the total expenditure on Public Instruction, compared with 15·7 per cent. in 1889-90. It may be explained that the rates of Fees for Public Schools and Arts Colleges were gradually raised up to 1893-94, when they reached the maximum at present prescribed.

Examination results.

19. The following table gives the number of successful candidates in the University and Departmental Examinations, including private candidates, for the past year, in contrast with the corresponding figures for 1889-90:—

				Number of successful candidates.			
				1894-95.	1889-90.	Increase.	Decrease.
Master of Arts				12	1	11	...
Master of Oriental Learning				1	1	...	...
Bachelor of Arts				71	34	37	...
Bachelor of Oriental Learning				3	4	...	1
Intermediate	Arts	Calcutta		7	2	5	...
		Punjab		240	117	123	...
	Oriental	Punjab		2	3	...	1
Entrance, Punjab, and Equivalent Examination.	English	Boys		754	376	378	...
		Girls		9	2	7	...
	Oriental			3	11	...	8
Entrance, Calcutta		Boys		10	87	...	77
		Girls		3	5	...	2
Middle School, and Equivalent Examination.	English	Boys		1,600	1,799	...	199
		Girls		63	24	39	...
	Vernacular	Boys		861	892	...	31
		Girls		23	7	16	...
Upper Primary, and Fourth Standard		Boys		8,763	7,406	1,357	...
		Girls		378	220	158	...
Lower Primary, and Second Standard		Boys		12,052	11,413	639	...
		Girls		814	438	376	...

In the Degree Examinations, except on the Oriental side, there is a marked increase in the number of passes. In the Intermediate and Entrance Examinations, there is also a striking rise, except again on the Oriental side, and in the Calcutta Entrance, which is losing its hold on the Province. In the Middle School and Equivalent Examinations, there is a falling off for the boys, owing to a sudden raising of the standard, especially in English. In the Primary Examinations, there is a rise of over 19 per cent. in the Upper, and of over 8 per cent. in the Lower, the increase on the side of the girls being marked. On the boys' side at the Lower Primary stage, there has been a good deal of diverging to the Indigenous and other Elementary Vernacular Schools examined for grants. Compared with the number of candidates, as will be explained further on in this report, the proportion of successes, in the examinations as a whole, continues favourable.

Moral training and discipline.

20. Much importance is attached to influencing the characters and manners of the students both in the Colleges and the Schools; and the impression generally of Inspecting Officers, and of all

who have reported on the subject, is that a slow but steady improvement is being made in these respects. The conduct of the students is everywhere well spoken of; and the only hitch as to discipline at the present time arises, not from the students themselves, but from the rivalry of aggressively conducted new institutions.

Physical training.

21. The matter of physical training has received more attention during the last five years than ever before; and the progress made, especially in Anglo-Vernacular Schools, has been striking. There is hardly a Public School now in the Province where some attention is not given to this subject; and in many Districts, considerable proficiency has been attained in Drill, Gymnastics, or Games, occasionally in all of these. I am not sure that the Colleges are in advance of the schools in this respect, probably because there has been nothing in connection with them to arouse emulation corresponding to the Circle Tournaments of the schools; but, beginning with the current year, this disadvantage will be removed by the institution of an Athletic Sports Tournament, connected with the Punjab University, and open to all Colleges, which is now, on the initiative of the late Vice-Chancellor, being organized. It wanted but this, in addition to the rules and efforts of the Department, to make the provision complete; and the Colleges are indebted to Sir William Rattigan, to His Highness the Mahárája of Patiála, and to His Highness the Nawáb of Bahawalpur, for kind help and encouragement in this matter, by the offer of suitable Trophies for the Tournament.

General progress.

22. From what has been said in the preceding paragraphs, in summarising the state of education in the Province at the end of the past year, compared with what it was in 1889-90, it may, I think, be confidently stated that the past five years has been a period of progress in almost every respect. There is a decline in the Private Schools; but this, besides being inevitable, the old learning giving way to the new, is fully compensated for by an increase in the Public Schools. In all the higher institutions, the numerical advance is very considerable; and throughout, with the exception of the Primary Schools for girls, there is general improvement in instruction, in physical and moral training, in discipline, in appliances, and, to a certain extent, in the accommodation provided. All this will be particularised in the succeeding Chapters on the different classes of schools. But, as the Rawalpindi Inspector remarks, the cardinal fact in the progress of the quinquennium is the degree to which the people themselves have learned the lesson of self-help in education, by the opening of Unaided Schools, and by the increase in fee payments of nearly two lakhs a year.

Management of schools under District Boards.

23. At the close of the past year, 1,770 schools, with 85,142 scholars, were under the management of District Boards. This management includes attention to all the wants of the schools, and giving effect, as far as may be possible, to the suggestions, after the annual inspection, of the Educational Department regarding them. These duties in detail could, of course, not be carried out by a Central Board; and the time has not yet arrived when such duties could be delegated to the subordinate Local Committees. Sometimes these Committees are required to advise on matters concerning special schools and localities; and the Central Board considers all the larger matters brought before it; but the executive rests with the Deputy Commissioner, or the Assistant to whom this part of the District Administration may be entrusted, the District Inspector being, as a rule, the agent used for carrying out orders regarding the schools, and for seeing to

Chapter I, 24. General Summary.

matters of routine. Generally speaking, the plan is said to work well enough, and, where the District Officer is interested in education, and the District Inspector is active and judicious, very well. More might be made, I think, of the Local Committees, as well as of individual members, in attending to the buildings and their surroundings, in the provision of play-grounds, and in keeping alive the interest of the people in the matter of education; but the plan, which is being tried in some Districts, of referring every matter to the Local Committees concerned before it can be considered by the Central Board, is said to bring business practically to a stand still. Defective management is often traceable to some want of confidence on the part of the Deputy Commissioner in the District Inspector; and much is being done to secure men of the right stamp for this important office.

Management of schools by Municipal Boards.

24. There were, at the end of the past year, 327 schools, with 34,540 scholars, under the management of Municipal Committees. The duties in connection with these schools are similar to what they are as regards District Board Schools; but because the Committees are on the spot, and have, at the most, but one School and a few Branches to control, the entire management, as a rule, devolves upon them. And it is the impression generally of the Inspectors that, with a good many short-comings still existing, there has been improvement in this matter during the last few years. The Lahore Inspector says: "On the whole, I should say, that considerable improvement has taken place in the management of Municipal Board Schools since I was in charge of the Circle in 1887-88." The chief defects noticed this year are a tardiness in supplying the urgent small wants of the schools, the appointment and promotion of unqualified teachers, and the occasional supporting of Junior Teachers against the Head Master, leading to the weakening of the latter's authority, and sometimes to insubordination. In some cases, in the Delhi Circle, the controlling authority is said to be willingly assumed without a recognition of the corresponding responsibilities. Educational Sub-Committees have sometimes succeeded, but not always. But, as the Jullundur Inspector observes, the personal character and influence of the Head Master, the estimation in which he is held by the people, and his tact, have much to do in the matter; and the management of these schools is effective or otherwise "in proportion to the interest with which the proceedings of the Local Bodies are watched and controlled by the chief authority in the District."

Extent to which District Boards fulfil their obligations as to expenditure on education.

25. The table given on pages 12 and 13 will show the extent to which the various District Boards fulfilled their obligations with regard to expenditure on education during the past year. It is a standing Government order that District Boards may be called upon to spend on education, exclusive of charges on buildings, not less than *twenty-five* per cent. of their annual income, not including grants for the same object, nor school fees. From columns 8 and 9 of the table it will be seen that the total budget provision for all the Districts taken together fell short of the minimum that might be required by Rs. 92,952, and from column 17, that the gross actual expenditure was less than the budget provision by Rs. 33,890. There was thus spent by the District Boards on their schools, Rs. 1,26,842 less than they might have been called upon to spend, compared with Rs. 1,05,870 five years ago, which leaves a considerable margin not only for removing the defects pointed out later on in this report, but for further educational expansion. Comparing columns 23, 24 and 25, it will be found that the *net* expenditure—that is, the expenditure from the bare twenty-five per cent. returned in column 7—was Rs. 97,117 more than it was in 1889-90, and Rs. 1,17,078 in excess of that

expenditure for the year before the schools were localised. It was, however, less than might have been required by Rs. 1,30,960. From columns 15 and 16 of the second section of the table, it will be seen that the budget provision for Primary Education fell short of what might be required by Rs. 62,779, or by Rs. 22,642 more than it did five years ago.

Obligations of District Boards considered by Circles and Districts.

26. If the obligation of the District Boards in this respect be considered according to the Inspectional Circles, it will be found that the expenditure in the Ráwalpindi Circle was 90·9 per cent. of what might have been required; in the Jullundur Circle, it was 83·3 per cent.; in the Lahore and Deraját Circles, it was 82·5 per cent.; and in the Delhi Circle, 76·9 per cent. If the Districts be compared, in this connection, leaving Simla out as having almost nothing to spend on education, the Dera Ghází Khán District heads the list with 111·5 per cent. of what might be required; the Ráwalpindi, Jhelum, and Hazára Districts follow, with a little more than the minimum; the Ludhiána, Gujrát, Muzaffargarh, Jullundur, Amritsar, and Gujránwála Districts, with over 90 per cent.; and the Bannú, Karnál, Rohtak, Pesháwar, Sháhpur, Lahore, Jhang, Siálkot, Delhi, and Umballa Districts, with between 80 and 90 per cent. There are, thus, as many as twenty Districts which have but little margin left, and may be said to be dealing as liberally with education as could reasonably be expected. Of the remaining ten Districts, five spend between 70 and 80 per cent.; the Ferozepore and Mooltan Districts, between 60 and 70 per cent.; the Montgomery District spends 56·8 per cent.; and the Hissár and Kohát Districts, less than 50 per cent.

Extent to which Municipal Boards fulfil their pecuniary obligations to education.

27. It is also laid down for Municipal Boards that they may be required to spend on education, not including buildings, *ten* per cent. of their annual income, making the same exclusions as for District Boards; and the table which extends from page 14 to 23 will show to what extent this obligation was fulfilled during the past year. From columns 7 and 8, it will be seen that the total budget provision for all the Municipalities fell short of what might have been required by *Rs. 1,63,343; and* from column 9, that the actual gross expenditure was less than the budget provision by *Rs. 11,732. The total gross* expenditure was, therefore, Rs. 1,75,075 less than might have been required, compared with Rs. 1,59,383 five years ago. Comparing columns 14, 15, and 16, it will be found that the total *net* expenditure was Rs. 54,886 more than it was in 1889-90, and Rs. 48,188 more than was expended the year before the localisation of the schools. The total net expenditure is still Rs. 1,76,651 less than the minimum that might be required, which leaves a useful margin for the removal of existing defects, as well as for further educational progress.

Obligations of Municipal Boards considered by Circles.

28. The Municipalities of the Province taken as a whole spend, on an average, 75·8 per cent. of the minimum that might be required, but only 51·4 per cent. of the net requirement. The Principal Municipalities spend, on an average, 69·4 per cent.; whilst the Minor Municipalities spend 96·3 per cent. Making a comparison by Circles, the Jullundur Circle has the highest average of gross expenditure, or 91·2 per cent.; the Deraját Circle follows with 84·3 per cent.; the Ráwalpindi Circle, with 78·9 per cent.; the Lahore Circle, with 72·4 per cent.; and the Delhi Circle, with 66·1 per cent. The Lahore and Delhi Circles stand lowest by each of them having two of the largest Municipalities, which spend, in the former, an average of 47·3 per cent. of what might be required, and, in the latter, 33·3 per cent. A

Chapter I, 25. General Summary.

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	60	580	25,132	25,940	15,399	...	...	60
2. Rohtak	216	...	...	...	1,150	24,000	25,366	24,052	216	...	...
3. Gurgáon	...	...	...	...	1,750	31,269	33,019	24,854	...	...	...
4. Delhi	180	702	408	...	1,150	23,461	25,901	20,567	180	...	...
5. Karnál	400	...	..	...	900	19,275	20,575	18,232	400	...	...
6. Umballa	400	...	480	24	2,500	33,491	36,895	31,093	400	...	...
7. Simla	274	...	...	114	100	724	1,212	1,450	274	...	62
Total Delhi Circle ...	1,470	702	1,056	198	8,130	1,57,352	1,68,908	1,35,647	1,470	...	122
8. Kángra	337	...	54	200	1,845	27,147	29,583	23,295	337	..	200
9. Hoshiárpur ...	360	...	...	96	5,240	38,514	44,210	41,520	360	...	96
10. Jullundur	180	594	312	...	2,400	33,417	36,903	36,666	180	...	...
11. Ludhiána	288	...	...	300	4,200	27,418	32,206	32,196	288	...	...
12. Ferozepore ...	300	...	...	...	1,830	29,550	31,680	28,688	300	36	...
Total Jullundur Circle ...	1,465	594	366	596	15,515	1,56,046	1,74,582	1,62,365	1,465	36	296
13. Jhang	300	...	...	96	800	13,827	15,023	12,582	300	...	...
14. Montgomery ...	...	...	84	266	800	18,082	19,232	12,326	...	..	...
15. Lahore	180	648	...	...	1,235	24,232	26,295	22,514	180	...	...
16. Amritsar	400	...	810	...	6,200	26,890	34,300	31,500	...	...	...
17. Gurdáspur ...	252	...	...	...	2,250	42,560	45,062	37,820	252	...	...
18. Gujránwála ...	400	...	285	...	5,000	19,917	25,602	25,800	400	84	...
Total Lahore Circle ...	1,532	648	1,179	362	16,285	1,45,508	1,65,514	1,42,542	1,132	84	...
19. Siálkot	...	...	206	500	3,600	40,203	44,509	41,093	...	...	50
20. Gujrát	...	...	100	100	2,500	19,854	22,554	22,360	...	...	...
21. Sháhpur	400	...	60	...	2,800	18,600	21,860	19,520	400	...	...
22. Jhelum	180	...	96	...	4,100	16,245	20,621	19,714	180	...	...
23. Ráwalpindi ...	400	460	...	...	2,700	21,070	24,630	24,184	400	...	...
24. Hazára	...	...	...	...	220	7,203	7,423	7,110	...	...	...
25. Pesháwar	...	144	...	...	190	19,084	19,418	18,286	...	...	...
26. Kohát	158	...	..	...	60	6,556	6,774	3,296	158	...	...
Total Ráwalpindi Circle	1,138	604	462	600	16,170	1,48,815	1,67,789	1,55,563	1,138	...	50
27. Mooltan	400	...	192	...	900	26,596	28,088	20,230	400	...	...
28. Bannú	400	...	...	...	100	11,653	12,153	10,961	400	...	...
29. Dera Isma'íl Khán...	220	216	415	360	172	16,490	17,873	13,498	220	...	...
30. Dera Ghází Khán...	400	...	452	...	150	10,183	11,185	12,482	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,832	13,332	13,184	400	...	...
Total Deraját Circle ...	1,820	216	1,059	360	1,422	77,754	82,631	70,355	1,820	...	...
Grand Total for the Punjab	7,425	2,764	4,122	2,116	57,522	6,85,475	7,59,424	6,66,472	7,025	120	468

from the District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary Education.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Gross expenditure during the school-year other than that on School buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except School buildings.	Net amount expended during 1889-90.	Net amount expended before localization, *i.e.*, in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
500	15,079	15,639	9,770	12,103	...	...	168	55	507	11,373	8,484	8,141
700	14,000	14,916	11,964	21,928	216	...	...	...	1,525	20,187	14,634	16,209
950	18,761	19,711	15,382	25,848	...	...	...	...	1,891	23,957	21,874	21,274
650	14,318	15,148	11,870	20,801	180	675	816	...	1,078	18,052	15,690	16,907
500	11,625	12,525	12,714	18,338	400	...	...	...	1,009	16,929	13,742	11,641
1,100	20,095	21,595	15,237	29,634	400	...	...	...	2,420	26,814	23,631	24,072
100	434	870	1,226	1,217	274	...	...	114	159	670	1,043	1,096
4,500	94,312	1,00,404	78,163	1,29,869	1,470	675	984	169	8,589	1,17,982	99,098	99,340
220	16,540	17,297	12,047	23,297	337	...	...	35	3,441	19,484	15,048	12,340
4,340	23,243	28,039	24,040	34,069	360	...	...	96	3,628	29,985	23,319	22,711
1,700	20,291	22,171	23,183	34,480	180	594	312	...	2,482	30,912	30,191	29,079
1,800	16,817	18,905	16,143	31,796	288	...	100	415	5,174	25,819	21,623	21,723
740	17,888	18,964	15,198	21,852	300	...	33	...	2,603	18,916	14,528	14,430
8,800	94,779	1,05,376	90,611	1,45,494	1,465	594	445	546	17,328	1,25,116	1,04,709	1,00,283
400	8,371	9,071	6,406	12,518	300	...	...	...	663	11,555	7,391	8,883
500	7,447	7,947	7,007	10,939	...	...	24	23	1,143	9,749	7,622	5,597
500	14,539	15,219	11,596	22,199	180	648	...	...	1,382	19,989	16,599	15,975
2,400	16,134	18,534	17,950	31,730	400	...	809	...	5,820	24,701	23,656	21,993
2,000	25,574	27,826	22,454	35,662	252	...	...	...	2,704	32,706	26,768	25,340
2,500	12,355	15,339	15,884	23,460	400	...	93	130	4,544	18,293	13,790	14,477
8,300	84,420	93,936	81,297	1,36,508	1,532	648	926	153	16,256	1,16,993	95,826	92,265
2,400	24,400	26,850	27,122	39,278	...	...	206	423	3,659	34,990	26,121	22,168
1,700	12,062	13,762	11,664	21,944	...	...	107	127	3,357	18,353	14,485	15,107
800	11,469	12,669	10,862	18,469	400	...	70	11	2,832	15,156	9,544	8,292
1,300	9,747	11,227	12,027	20,796	180	...	96	240	4,948	15,332	13,121	15,255
900	12,981	14,281	14,148	24,972	400	460	...	...	3,022	21,091	18,881	16,129
130	4,335	4,465	5,420	7,433	...	...	...	...	255	7,178	5,544	6,054
90	13,273	13,363	9,709	16,655	...	144	...	...	220	16,291	11,854	10,622
60	3,934	4,152	3,296	2,996	158	...	...	...	52	2,786	1,752	1,289
7,380	92,201	1,00,769	94,248	1,52,543	1,138	604	479	801	18,345	1,31,177	1,01,302	94,916
400	16,033	16,833	13,156	18,970	400	...	192	...	732	17,646	16,749	15,425
10	6,995	7,405	7,450	10,927	400	...	...	...	146	10,381	7,062	8,407
72	9,942	10,234	8,000	13,131	220	216	415	360	294	11,626	8,777	7,519
50	6,193	6,643	6,600	12,480	400	...	452	70	113	11,445	13,269	10,280
65	7,699	8,164	7,460	12,660	400	...	...	...	115	12,145	10,602	8,998
597	46,862	49,279	42,666	68,168	1,820	216	1,059	430	1,400	63,243	56,459	50,629
29,577	4,12,574	4,49,764	3,86,985	6,32,582	7,425	2,737	3,898	2,099	61,918	5,54,511	4,57,394	4,37,433

Chapter I, 27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwáni	2,625	...	...	1,820	5,200	9,645	7,688
	Sirsa	1,905	...	...	1,000	2,159	5,064	4,204
	Minor	35	1,290	...	2,830	5,026	9,181	9,121
	Total Hissár ...	4,565	1,290	...	5,650	12,385	23,890	21,013
Rohtak	Rohtak	2,254	312	...	2,795	1,243	6,604	6,036
	Minor	508	3,471	...	2,762	3,041	9,782	11,589
	Total Rohtak ...	2,762	3,783	...	5,557	4,284	16,386	17,625
Gurgáon	Rewárí	4,620	...	...	4,000	4,253	12,873	12,522
	Minor	...	...	...	645	3,256	3,981	2,765
	Total Gurgáon ...	4,620	...	...	4,645	7,509	16,854	15,287
Delhi	Delhi	14,336	...	...	7,653	43,693	65,682	32,215
	Minor	300	1,581	...	1,090	2,220	5,191	5,357
	Total Delhi ...	14,636	1,581	...	8,743	45,913	70,873	37,572
Karnál	Karnál	1,821	960	...	2,200	2,606	8,428	6,940
	Minor	165	828	...	2,400	4,464	8,304	7,938
	Total Karnál ...	1,986	1,788	...	4,600	7,070	16,732	14,878
Umballa	Umballa	2,205	...	303	2,500	3,695	8,703	6,870
	Jagádhrí	3,479	...	...	2,600	1,518	7,597	7,921
	Minor	672	2,258	...	2,335	3,520	8,785	8,177
	Total Umballa ...	6,356	2,258	303	7,435	8,733	25,085	22,968
Simla	Simla	1,662	...	449	1,887	27,965	31,965	6,000
	Total Simla ...	1,662	...	449	1,887	27,965	31,965	6,000
	Total Principal ...	34,907	1,272	752	26,455	92,332	1,56,561	90,396
	Total Minor ...	1,680	9,428	...	12,062	21,527	45,224	44,947
	Grand Total Delhi Circle ...	36,587	10,700	752	38,517	1,13,859	2,01,785	1,35,343

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during 1889-90.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,895	2,625	...	...	1,976	2,294	1,512	1,383	
4,381	1,905	...	...	1,423	1,053	1,271	1,624	
7,929	35	570	...	3,299	4,025	2,067	1,607	
19,205	4,565	570	...	6,698	7,372	4,850	4,614	
5,683	2,254	312	...	2,989	128	359	584	
11,011	508	3,471	...	3,202	3,830	2,825	2,806	
16,694	2,762	3,783	...	6,191	3,958	3,184	3,390	
11,814	4,620	...	34	5,012	2,148	1,428	2,751	
4,333	...	1,130	...	899	2,304	2,408	1,765	
16,147	4,620	1,130	34	5,911	4,452	3,836	4,516	
32,067	14,336	...	...	7,503	10,228	7,735	9,223	
4,745	300	2,372	...	1,373	700	1,395	1,400	
36,812	14,636	2,372	...	8,876	10,928	9,130	10,623	
7,114	1,821	960	...	2,706	786	586	1,014	
8,165	165	828	...	2,861	3,864	2,845	3,563	
15,279	1,986	1,788	...	5,567	4,650	3,431	4,577	
6,757	2,205	...	303	2,638	1,611	580	526	
8,175	3,479	...	...	3,247	1,449	1,015	1,035	
8,786	672	2,258	...	2,460	3,396	2,219	2,481	
23,718	6,356	2,258	303	8,345	6,456	3,814	4,042	
5,706	1,662	...	449	1,969	1,626	407	1,107	
5,706	1,662	...	449	1,969	1,626	407	1,107	
88,592	34,907	1,272	786	29,463	21,323	14,893	19,247	
44,969	1,680	10,629	...	14,094	18,119	13,759	13,622	
1,33,561	36,587	11,901	786	43,557	39,442	28,652	32,869	

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	48	...	673	733	4,444	4,685
	Minor	...	...	...	...	1,710	1,710	297
	Total Kángra ...	2,990	48	...	673	2,443	6,154	4,982
Hoshiárpur ...	Hoshiárpur	6,056	...	...	7,647	4,615	18,318	14,771
	Minor	...	3,654	...	4,748	3,087	11,489	11,618
	Total Hoshiárpur ...	6,056	3,654	...	12,395	7,702	29,807	26,389
Jullundur... ...	Jullundur	5,385	54	300	6,000	5,461	17,200	12,751
	Ráhon	2,841	240	...	2,040	774	5,895	5,329
	Minor	422	3,450	...	4,915	3,781	12,568	12,652
	Total Jullundur ...	8,648	3,744	300	12,955	10,016	35,663	30,732
Ludhiána	Ludhiána	3,335	1,800	...	4,600	7,247	16,982	16,231
	Minor	...	1,266	...	1,945	2,469	5,680	7,060
	Total Ludhiána ...	3,335	3,066	...	6,545	9,716	22,662	23,291
Ferozepore ...	Ferozepore	1,811	1,440	...	4,800	4,000	12,051	12,096
	Minor	...	1,230	...	920	2,992	5,142	5,178
	Total Ferozepore ...	1,811	2,670	...	5,720	6,992	17,193	17,274
	Total Principal ...	22,418	3,582	300	25,760	22,830	74,890	65,863
	Total Minor ...	422	9,600	...	12,528	14,039	36,589	36,805
	Grand Total Jullundur Circle ...	22,840	13,182	300	38,288	36,869	1,11,479	1,02,668

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during 1889-90.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,581	2,990	57	...	1,359	175	1,216	1,084	
372	...	...	...	...	372	276	1,621	
4,953	2,990	57	...	1,359	547	1,492	2,705	
14,519	...	108	...	7,726	6,685	550	952	
11,158	...	4,289	...	4,470	2,399	515	1,549	
25,677	...	4,397	...	12,196	9,084	1,065	2,501	
11,890	5,385	54	407	5,295	749	2,320	1,957	
4,438	2,841	240	...	2,672	1,315	543	408	
12,140	422	3,363	621	4,619	3,115	2,975	3,764	
28,468	8,648	3,657	1,028	12,586	2,549	5,838	6,129	
18,875	3,335	1,800	29	4,852	8,859	4,767	5,243	
7,005	...	1,266	...	1,987	3,752	2,768	3,082	
25,880	3,335	3,066	29	6,839	12,611	7,535	8,325	
11,998	1,811	1,440	...	5,985	2,762	2,006	2,686	
4,715	...	1,380	...	1,324	2,011	2,145	2,228	
16,713	1,811	2,820	...	7,309	4,773	4,151	4,914	
66,301	16,362	3,699	436	27,889	17,915	11,402	12,330	
35,390	422	10,298	621	12,400	11,649	8,679	12,244	
1,01,691	16,784	13,997	1,057	40,289	29,564	20,081	24,574	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang ...	Jhang	4,081	294	...	7,650	3,050	15,075	14,249
	Minor	...	50	...	2,000	1,232	3,282	3,208
	Total Jhang ...	4,081	344	...	9,650	4,282	18,357	17,457
Montgomery ...	Montgomery	...	...	...	..	...	...	...
	Minor	85	2,410	...	2,950	2,570	8,015	7,359
	Total Montgomery ...	85	2,410	...	2,950	2,570	8,015	7,359
Lahore ...	Lahore	1,824	...	...	600	40,313	42,737	9,366
	Qasúr	255	846	...	2,500	4,765	8,366	7,029
	Minor	...	1,698	240	2,330	2,561	6,829	7,516
	Total Lahore ...	2,079	2,544	240	5,430	47,639	57,932	23,911
Amritsar ...	Amritsar	25,339	...	...	8,000	38,884	72,223	54,000
	Minor	...	...	...	100	1,597	1,697	2,065
	Total Amritsar ...	25,339	...	...	8,100	40,481	73,920	56,065
Gurdáspur ...	Gurdáspur	7,035	...	...	6,300	930	14,265	13,780
	Batála	2,780	...	...	4,000	2,360	9,140	10,271
	Minor	360	3,136	...	4,995	3,009	11,500	11,605
	Total Gurdáspur ...	10,175	3,136	...	15,295	6,299	34,905	35,656
Gujránwála ...	Gujránwála	3,782	...	...	3,200	5,590	12,572	13,677
	Wazírábád	...	...	...	...	1,721	1,721	2,000
	Minor	...	1,188	...	1,025	1,471	3,684	3,603
	Total Gujránwála ...	3,782	1,188	...	4,225	8,782	17,977	19,280
	Total Principal ...	45,096	1,140	...	32,250	97,613	1,76,099	1,24,372
	Total Minor ...	445	8,482	240	13,400	12,440	35,007	35,356
	Grand Total Lahore Circle	45,541	9,622	240	45,650	1,10,053	2,11,106	1,59,728

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
ACTUALS FOR EDUCATION.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during 1889-90.	Net amount expended before localization, *i. e.*, in 1885-86.	REMARKS.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
13,873	4,081	314	...	* 8,106	1,372	1,211	1,998	* Includes Rs. 58-3 on account of Boarding House Fees.
3,189	...	100	...	1,937	1,152	467	958	
17,062	4,081	414	...	10,043	2,524	1,678	2,956	
...	...	...	...	...	...	...	...	
6,864	85	1,480	...	3,356	1,943	1,056	2,710	
6,864	85	1,480	...	3,356	1,943	1,056	2,710	
8,542	1,824	...	...	590	6,128	2,767	4,250	
7,053	255	846	...	2,948	3,004	2,913	2,368	
6,630	...	1,611	195	2,818	2,006		1,919	
22,225	2,079	2,457	195	6,356	11,138	5,680	8,537	
53,986	23,894	...	...	11,791	18,301	12,699	13,121	
1,428	...	...	...	61	1,367	1,384	1,825	
55,414	23,894	...	...	11,852	19,668	14,083	14,946	
12,492	7,035	...	...	6,025	—568	—382	358	
8,306	2,780	...	...	3,185	2,341	2,084	1,890	
11,057	360	3,136	...	4,747	2,814	1,701	4,847	
31,855	10,175	3,136	...	13,957	4,587	3,353	7,095	
13,259	3,782	...	...	3,082	6,395	5,338	3,983	
1,898	...	...	...	...	1,898	973	669	
4,387	...	1,406	50	1,706	1,225	1,690	1,665	
19,544	3,782	1,406	50	4,788	9,518	8,001	6,317	
1,19,409	43,651	1,160	...	35,727	38,871	24,640	28,637	
33,555	445	7,733	245	14,625	10,507	9,211	13,924	
1,52,964	44,096	8,893	245	50,352	49,378	33,851	42,561	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	1,206	...	4,500	8,472	14,730	15,928
	Pasrúr	180	1,200	...	4,000	628	6,008	5,875
	Minor	792	2,702	...	5,850	1,739	11,083	10,687
	Total Siálkot ...	1,524	5,108	...	14,350	10,839	31,821	32,490
Gujrát	Gujrát	4,224	...	...	5,340	2,128	11,692	11,886
	Minor	...	...	...	...	1,472	1,472	1,076
	Total Gujrát ...	4,224	...	...	5,340	3,600	13,164	12,962
Sháhpur	Bhera	3,578	...	...	2,400	1,348	7,326	7,285
	Minor	...	240	300	3,878	2,619	7,037	6,814
	Total Sháhpur ...	3,578	240	300	6,278	3,967	14,363	14,099
Jhelum	Jhelum	660	384	...	4,600	2,240	7,884	8,041
	Minor	..	264	...	3,000	1,915	5,179	4,200
	Total Jhelum ...	660	648	...	7,600	4,155	13,063	12,241
Ráwalpindi ...	Ráwalpindi	...	...	...	2,000	13,439	15,439	6,844
	Minor	...	322	...	1,240	4,585	6,147	3,422
	Total Ráwalpindi ...	...	322	...	3,240	18,024	21,586	10,266
Hazára	Abbottabad	1,506	...	...	1,200	999	3,705	3,708
	Minor	..	300	...	830	1,699	2,829	3,622
	Total Hazára ...	1,506	300	...	2,030	2,698	6,534	7,330
Pesháwar	Pesháwar	420	...	...	2,500	18,693	21,613	7,985
	Minor	...	...	...	...	..	...	...
	Total Pesháwar ...	420	...	...	2,500	18,693	21,613	7,985
Kohát	Kohát	2,461	...	350	1,800	2,487	7,098	6,664
" "	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	350	1,800	2,487	7,098	6,664
	Total Principal ...	13,581	2,790	350	28,340	50,434	95,495	74,216
	Total Minor ...	792	3,828	300	14,798	14,029	33,747	29,821
	Grand Total Rawalpindi Circle ...	14,373	6,618	650	43,138	64,463	1,29,242	1,04,037

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during 1889-90.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
15,926	552	1,205	...	4,207	9,962	8,126	2,211	
5,275	180	1,041	...	3,624	430	3,019	810	
10,180	792	2,632	...	5,292	1,464		3,029	
31,381	1,524	4,878	...	13,123	11,856	11,145	6,050	
12,109	4,224	...	...	5,204	2,681	—*592	600	* Profit of Rs. 592.
1,046	...	...	...	...	1,046	646	241	
13,155	4,224	...	...	5,204	3,727	54	841	
7,661	3,578	...	62	2,807	1,214	1,565	1,162	
7,003	...	240	349	4,352	2,062	2,124	2,066	
14,664	3,578	240	411	7,159	3,276	3,689	3,228	
7,116	660	384	...	3,931	2,141	1,588	1,990	
3,887	...	264	...	2,992	631	681	866	
11,003	660	648	...	6,923	2,772	2,269	2,856	
6,898	...	...	...	2,315	4,583	3,758	4,343	
4,090	...	322	...	1,525	2,243	2,187	1,262	
10,988	...	322	...	3,840	6,826	5,945	5,605	
3,762	1,506	...	...	1,060	1,196	—†452	452	† Clear gain of Rs. 452.
3,692	...	300	...	1,112	2,280	1,482	1,465	
7,454	1,506	300	...	2,172	3,476	1,030	1,917	
7,694	420	...	...	2,490	4,784	3,529	1,697	
...	...	...	...	...	...	...	...	
7,694	420	...	...	2,490	4,784	3,529	1,697	
5,733	2,461	...	446	1,756	1,070	413	742	
...	...	...	...	...	...	...	...	
5,733	2,461	...	446	1,756	1,070	413	742	
72,174	13,581	2,630	508	27,394	28,061	17,935	14,007	
29,898	792	3,758	349	15,273	9,726	10,139	8,929	
1,02,072	14,373	6,388	857	42,667	37,787	28,074	22,936	

Chapter I, 27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	1,320	390	...	12,500	14,369	28,579	21,594
	Minor	...	1,188	...	806	2,140	4,134	3,789
	Total Mooltan ...	1,320	1,578	...	13,306	16,509	32,713	25,383
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	2,000	...	603	4,482	7,085	5,872
	Total Bannú ...	...	2,000	...	603	4,482	7,085	5,872
Dera Isma'íl Khán	Dera Isma'íl Khán ...	180	...	...	1,315	5,264	6,759	5,503
	Minor	...	1,403	362	675	1,591	4,031	4,110
	Total D. I. Khán ...	180	1,403	362	1,990	6,855	10,790	9,613
Dera Ghází Khán	Dera Ghází Khán ...	2,915	40	324	3,800	6,499	13,578	12,221
	Minor	...	1,476	1,050	475	2,331	5,332	5,361
	Total D. G. Khán ...	2,915	1,516	1,374	4,275	8,830	18,910	17,582
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	2,338	...	882	2,074	5,594	5,135
	Total Muzaffargarh ...	300	2,338	...	882	2,074	5,594	5,135
	Total Principal ...	4,415	430	324	17,615	26,132	48,916	39,318
	Total Minor ...	300	8,405	1,412	3,441	12,618	26,176	24,267
	Grand Total Derajat Circle	4,715	8,835	1,736	21,056	38,750	75,092	63,585
	Grand Total Principal	1,20,417	9,214	1,726	1,30,420	2,89,341	5,51,961	3,94,165
	Grand Total Minor ...	3,639	39,743	1,952	56,229	74,653	1,76,743	1,71,196
	GRAND TOTAL FOR THE PUNJAB ...	1,24,056	48,957	3,678	1,86,649	3,63,994	7,28,704	5,65,361

from Municipal-Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school-year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school-year.	Net amount expended during 1889-90.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
19,878	1,504	536	...	10,800	10,046	4,346	6,049	
4,896	...	1,104	...	910	2,882	2,354	1,438	
24,774	1,504	1,640	...	11,710	12,928	6,700	7,487	
...	...	...	...	...	...	...	...	
5,917	...	2,000	116	598	3,203	4,648	1,994	
5,917	...	2,000	116	598	3,203	4,648	1,994	
4,944	180	...	...	1,822	2,942	3,254	1,975	
4,918	...	1,403	362	564	2,589	1,257	1,296	
9,862	180	1,403	362	2,386	5,531	4,511	3,271	
11,998	2,915	40	331	4,093	4,619	3,467	1,531	
5,926	...	1,476	710	212	3,528	1,494	1,200	
17,924	2,915	1,516	1,041	4,305	8,147	4,961	2,731	
...	...	...	...	...	...	...	...	
4,864	300	2,291	...	910	1,363	979	732	
4,864	300	2,291	...	910	1,363	979	732	
36,820	1,591	576	331	16,715	17,607	11,067	9,555	
26,521	300	8,274	1,188	3,194	13,565	10,732	6,660	
63,341	1,891	8,850	1,519	19,909	31,172	21,799	16,215	
3,83,296	1,10,092	9,337	2,061	1,37,188	1,23,777	79,937	83,776	
1,70,333	3,639	40,692	2,403	59,586	63,566	52,520	55,379	
5,53,629	1,13,731	50,029	4,464	1,96,774	1,87,343	1,32,457	1,39,155	

Chapter I, 29. General Summary.

good number of the Minor Municipalities spend more than the minimum that might be required; and this is also true of the Principal Municipalities at Ludhiána, Siálkot, Jagádhrí, Gujránwála, Wazírábád, Bhera, Núrpur, Gujrát, and Abbottabad. Ferozepore follows close behind with 99·5 per cent.; and then come Jhang, Rewárí, Batála, and Jhelum, with more than 90 per cent. each. Of the larger Municipalities, Amritsar spends most liberally on education, with 74·7 of what might be required; Delhi spends 48·8 per cent., Ráwalpindi 44·6 per cent., Pesháwar 35·5 per cent., Lahore 19·9 per cent., and Simla 17·8 per cent. The Ráhon and Gurdáspur Municipalities made a clear profit on their schools.

Brief sketches of the state of education in each District.

29. In accordance with Government orders, a brief sketch of the state of education in each District has been prepared by the Inspectors for insertion in this report, and will be found in Appendix A.

Comparison of boys under instruction in the different Districts.

30. The subjoined table will show at a glance the proportion of boys actually at school in the different Districts, compared with the number of boys of school-going age, and will be a guide as to the comparative progress of education in different parts of the Province. Column 5 gives the absolute total of boys in attendance on schools of all kinds; column 6 gives the total omitting the attendance on Rote Schools, in accordance with the order contained in the remarks on the last annual report; and on the latter the comparative percentages in column 7 are framed. It may be noted that a table showing the attendance on Girls' Schools by Districts will be found in Chapter V.

1	2	3	4	5	6	7
No.	Districts.	Male population.	Boys of school-going age.	Total number of boys at school.	Number of boys at school omitting those attending Rote Schools.	Percentage of boys at school.
1	Simla	28,091	4,213	1,630	1,596	37·8
2	Ráwalpindi	478,457	71,768	14,838	11,641	16·2
3	Gujránwála	379,034	56,855	9,883	9,028	15·8
	Gujrát	400,514	60,077	11,935	9,538	15·8
5	Amritsar	543,084	81,462	13,313	12,436	15·2
6	Ludhiána	354,409	53,161	9,052	7,952	14·9
7	Lahore	592,293	88,843	14,523	13,117	14·7
8	Siálkot	598,415	89,762	13,860	12,610	14·0
9	Jhelum	317,581	47,637	10,116	6,631	13·9
10	Jullundur	492,877	73,931	12,128	9,976	13·4
11	Sháhpur	258,147	38,722	6,974	5,177	13·3
12	Dera Isma'íl Khán ...	260,687	39,103	6,700	5,084	13·0
13	Delhi	344,801	51,720	7,576	6,668	12·8
14	Hoshiárpur	540,048	81,007	10,424	9,916	12·2
15	Mooltan	347,158	52,073	7,464	6,215	11·9
	Bannú	197,536	29,630	4,146	3,527	11·9
17	Dera Ghází Khán ...	221,946	33,291	6,495	3,795	11·3
18	Jhang	233,589	35,038	3,935	3,626	10·3
19	Gurdáspur	513,429	77,014	8,179	7,831	10·1
20	Umballa	567,381	85,107	9,150	8,345	9·8
21	Hazára	278,265	41,739	7,805	3,934	9·4
22	Gurgáon	350,229	52,534	4,921	4,737	9·0
23	Pesháwar	383,086	57,455	7,612	5,124	8·9
24	Rohtak	313,442	47,016	4,174	4,051	8·6
25	Muzaffargarh ...	206,924	31,038	4,607	2,548	8·2
26	Ferozepore	485,600	72,840	5,944	5,167	7·0
27	Kángra	397,061	59,559	4,151	4,131	6·9
28	Montgomery ...	269,613	40,441	2,973	2,616	6·4
29	Karnál	370,890	55,633	3,515	3,107	5·5
30	Hissár	414,909	62,236	3,826	3,398	5·4
31	Kohát	112,803	16,920	1,536	837	4·9
	Total ...	11,252,249	1,687,837	233,385	194,359	11·5

The range varies from 4·9 per cent. in the Kohát District to 37·8 per cent. in Simla, or, omitting Simla because of the special European element, to 16·2 per cent. in the Ráwalpindi District. Twelve Districts have less than ten per cent.; and in none is there yet more than 1 in 6 boys of the proper age at school. The Districts of the Central Punjab occupy the highest places; and most of the Districts of the Delhi Circle are very low down, and in strange companionship.

Private enterprise in education.

31. As already remarked, the most striking feature in the progress of the past quinquennium is the increased activity in favour of the extension of education on the part of the people themselves, both societies and individuals vying with each other in this respect.

In the Delhi Circle, within the last five years, a handsome Boarding House has been opened at Rewárí, in connection with the Municipal Board School, by the Bhargav Sabha, representing the Dhúsar community, at a cost exceeding Rs. 12,000. The Jain Sabhás of Delhi and Hissár have also recently established schools in their respective towns. The Hindú-Muhammadan School in the Umballa Cantonment, opened two years ago, is already a largely attended and well managed institution, located in a suitable new building of its own, and about to have also a Boarding House provided from Private Funds. The Shurfá-i-Hind School at Delhi, for the special benefit of poor Muhammadan children of good family, and maintained by Sháhzáda Suraya Jáh, may also be mentioned; and other smaller schools, the Inspector reports, have been opened here and there by individuals.

In the Jullundur Circle, the Sanátan Dharm Sabha has opened schools at Jullundur and Hoshiárpur; a School, just raised to the High grade, is maintained at Bajwára, in the Hoshiárpur District, by Sardár Bahádur Amín Chand; the Gurú Singh Sabha supports a Boys' and a Girls' School at Ferozepore; the Arya Samáj has schools in the Jullundur Cantonment, at Dharmsála, and elsewhere, and has recently opened a Boarding House in connection with their Girls' School in the Jullundur City, which is said to have attracted a few scholars from distant parts of the Province; and a few Elementary Schools have been opened at other places.

In the Lahore Circle, the Daya Nand Anglo-Vedic College has within the last two years increased its staff, and raised its instruction to the Degree standard. The Anjuman-i-Himáyat-i-Islám has raised its High School in Lahore to the status of a College, and has also opened a High School at Gujránwála. The movement in favour of the establishment of a special College for the Sikh community resulted in the collection of a large endowment, and a Khálsa School was opened at Amritsar in October 1893, as the nucleus of the future College. Another Khálsa School has also been opened at Gujránwála. The Sanátan Dharm Sabha has opened a High School at Lahore, and is now collecting money to open also a College Department. The same Society supports schools at Gujránwála and Jhang. Several enterprise schools have been opened in Lahore and Amritsar and other places within the last few years; and the Managing Committee of a Girls' School in Lahore have just issued an appeal for Rs. 20,000 to place the school on a permanent footing, with the prospect, I believe, of the amount being forthcoming.

In the Ráwalpindi Circle, the Arya Samáj has, during the last five years, opened schools at Bhera, Pesháwar, and Abbottabad. The Islámiya Anjumans have opened schools at Pesháwar,

Chapter I, 31. General Summary.

Abbottabad, and Jalálpúr Jattán in the Gujrát District; and another school in Gujrát, formerly connected with the local Anjuman, is now managed by a private person. The Sikhs have two schools at Ráwalpindi, one the Sresht Níti Shála, supported by Bhái Búta Singh, and the other an Industrial School recently opened by Bedí Khem Singh, C.I.E. Besides these, there are also the Denny's High School in the Ráwalpindi Cantonment, opened chiefly by members of the Bengali community, schools at Dingah, Campbellpore, and the Pesháwar Cantonment, and Lála Rádha Kishan's Sanskrit Pátshála, and two Girls' Schools in the Pesháwar City. The Inspector also notices, with satisfaction, the opening during the past year of three Public Libraries in the Circle, at Siálkot, Gujrát, and Jhelum, which is, in its way, a useful form of educational enterprise.

In the Deraját Circle, there are fewer signs yet of private enterprise than in the other Circles; but a certain amount is recorded for the past five years. An Anglo-Sanskrit School, which was opened in Mooltan in 1892, has recently been raised to the High grade. The Islámiya School, at the same place, is now in an efficient state and prospering. The Bhrátrí Sabha maintains a well conducted High School at Dera Isma'íl Khán; and during the last few years, the Vernacular Schools at Leiah, Kuláchí, and Jámpur have been converted into Anglo-Vernacular institutions, the people contributing the necessary funds for the purpose. In the case of Jámpur, the large sum of Rs. 12,000 was collected.

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	32	Inspectress of Schools	36
Inspectors of Schools	33	District Inspectors	37
Assistant Inspectors	34	District Officers	38
Inspection work	35	Educational Conferences	39

Direction.

32. I remained in charge of the Department throughout the year, and, during the camping season, visited all the main educational centres of about half the Province. University, Committee, and Text-Book business continues to keep the Director from being absent from head-quarters for more than a limited period at a time.

Inspectors of Schools.

33. In October last, the Department was deprived of the very valuable services of Mr. T. C. Lewis, M. A., Inspector of Schools, Lahore Circle, on his promotion to the Directorship of the North-West Provinces and Oudh. Mr. Lewis was succeeded by Mr. F. Haden Cope, M.A., from the Central Training College. Soon after the close of the year under report, Lála Piyáre Lál, Inspector of the Jullundur Circle, after a highly meritorious service of 34 years, retired on pension, and was succeeded by Bábú Harí Singh. With these exceptions, the charge of the five Circles of Inspection remains as at the end of last year, and now stands as follows:—Mr. J. Harvey, in the Delhi Circle; Bábú Harí Singh, in the Jullundur Circle; Mr. Cope, in the Lahore Circle, with the charge also of the European Schools in the Province; Lála Ságar Chand, B. A., in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán, in the Deraját Circle.

Miss F. A. Francis, Inspectress of Schools, was obliged to take sick leave in December, since which time the duties of the office have been discharged by Mrs. S. A. Rodgers, Superintendent of the Municipal Board Girls' Schools, Amritsar.

Assistant Inspectors.

34. Of the Assistant Inspectors, Lála Nand Kishor, B.A., and Bábú Harí Singh (since made Inspector), of the Delhi and Lahore Circles, respectively, remained at work throughout the year. Lála Amolak Rám, Assistant Inspector, Jullundur Circle, went on six months' furlough, subsequently extended to a year, from the 24th August, and Lála Fateh Chand, B.A., was appointed to officiate for him. Lála Sheo Lál, B.A., Assistant Inspector, Ráwalpindi Circle, took 12 days' privilege leave in the summer, but no substitute was appointed. Lála Shiv Diyál, M.A., Assistant Inspector, Lahore Circle, was on privilege leave from October 10th to December 18th, and Munshí 'Umr-ud-dín, M.A., from the Central Model School, acted for him. Pandit Rám Lachhman, Assistant Inspector, Ráwalpindi Circle, went on privilege leave for two months from the 1st February, and Lála Umráo Singh, M.A., officiated. Munshí Muhammad Ashraf, B.A., Personal Assistant to the Additional Inspector, Deraját Circle, took three months' privilege leave from the 1st May, but no substitute was appointed, these months being the slack season.

Inspection work.

35. Inspectors, under the regulations laid down for their guidance, are required, during the camping season, to visit, as far as possible, all the Secondary Schools in their Circles, and as many

Chapter II, '36. Controlling Agencies.

of the Primary Schools as may come in their way. In the summer, they have to pay a second visit to, at least, all the High Schools. Assistant Inspectors have to visit all the Primary Schools in the camping season, and, in the summer, all the Secondary Anglo-Vernacular Schools which have not received a second visit from the Inspector. With a few exceptions, chiefly in the Delhi Circle, these regulations were fully complied with during the past year; and, as usual, the inspection work of both the Inspectors and their Assistants was as full and careful as the circumstances would allow. According to the touring returns of the different Circles, the Delhi Inspector was 215 days on tour, and inspected 119 schools; the Jullundur Inspector inspected 107 schools in 181 days; the Lahore Inspector, 90 schools (including those at Quetta) in 183 days, his winter tour having been cut short on account of the Committee on the Code for Europeon Schools which met in Calcutta during part of February and March last; the Ráwalpindi Inspector, 140 schools in 244 days; and the Deraját Inspector, 95 schools in 212 days. The returns for the Assistant Inspectors give 540 schools inspected in the Delhi Circle, by a single Assistant, in 266 days; 465 schools in the Jullundur Circle, also by one Assistant, in 269 days; 335 schools by one of the Assistants in the Lahore Circle in 218 days, and 272 schools in 196 days by the other Assistant; 226 schools in the Ráwalpindi Circle by one Assistant in 203 days, and 301 schools in 230 days by the other Assistant; and 202 schools in the Deraját Circle in 222 days by the Personal Assistant to the Inspector. When it is borne in mind that the inspection of a school includes a minute examination of the classes, subject by subject, an observation of the teaching and discipline so as to ensure that these are of the right kind, an inquiry into the arrangements for physical training, an examination of the Registers, Log Books, and Accounts, a careful looking to the buildings, furniture, and appliances, and, in Secondary Schools, the Boarding Houses, some attention to the Libraries and the use made of these, seeing the scholars put through their drill and gymnastics, with a number of details such as the endorsing of Teachers' Certificates, writing up the Log Book, and, in Aided Schools, calculating the grants, it will be understood how much the above record involves. It is not too much to say that, during the winter, both the Inspectors and their Assistants, especially the latter, are over-driven; and it is highly to the credit of these officers that the work continues to be done so fully and ungrudgingly as it is. Throughout the Circles, the plan of examining by centres and of calling in the aid of District Inspectors has to be more and more resorted to; and for each of the Delhi and Jullundur Circles, if reasonable thoroughness is to be maintained, a second Assistant Inspector is urgently required. In all but the Deraját Circle, the Inspectors speak in terms of very high praise of their Assistants; and I readily admit, with my warm acknowledgments, their title to this commendation. To the Inspectors themselves, my thanks are due for cordial co-operation throughout the year, and for the efficient and cheerful performance of their now exceedingly arduous duties.

Inspectress of Schools.

36. Owing to Miss Francis being suddenly compelled to take leave, the inspection of the Girls' Schools fell somewhat into arrears in November and December; but, with the exception of three *parda* schools, most of the schools not seen by the Inspectress were examined by the Assistant or District Inspectors. Mrs. Rodgers took over the duties of Inspectress on the 17th December, and from that date examined with much care and completeness all the schools included in the inspection programme. The Department

is indebted to Mrs. Rodgers for so readily undertaking the additional heavy duties, and to the Municipal Committee of Amritsar for lending her services.

District Inspectors.

37. District Inspectors are required, under the Code, to visit every Board School within their jurisdiction at least twice a year, and the Indigenous Schools in receipt of grants at least once, and to be at least 215 days on tour in the course of the year. They have also, for the present, to supervise the School Post Offices within their Districts, which has added not a little to their already heavy duties. In most of the Districts all these requirements were fulfilled; and the work of the District Inspectors is, with few exceptions, favourably reported on. In the Delhi Circle, the work is said to have been good all round, especially in the Umballa District; in the Jullundur Circle, it was generally well done both in quality and amount, although the Inspector notices that, in some cases, the reports and suggestions made to District Officers were not always as sound as they might have been; in the Lahore Circle, the visits were somewhat deficient in the Lahore, Gurdáspur, and Gujránwála Districts; in the Ráwalpindi Circle, the work was specially satisfactory in the Siálkot and Gujrát Districts, but deficient as to the number of schools seen in the Ráwalpindi District; and in the Deraját Circle, the work was generally good but slightly short in the Mooltan District. Some of the larger Districts, notably those of Umballa, Jullundur, Hoshiárpur, Amritsar, Gurdáspur, and Siálkot, where education has specially advanced, stand in great need of Assistant District Inspectors; and it is to be regretted that the state of the Provincial Funds still necessitates the postponement of this urgent matter. Meanwhile, as in the case of the higher inspection, not a few of the District Inspectors work at their very heavy task with an industry and perseverance which is highly commendable.

District Officers.

38. The occasional inspection of schools by District Officers is an important factor in the promotion of education at the present stage of progress; and the requirement in this respect is, I am glad to be able to report, generally as well fulfilled as could reasonably be expected. In many instances, a warm personal interest is taken in the schools, to the great benefit of public instruction, and the encouragement of this Department. The Tahsíl authorities are specially required to visit and help the schools within their jurisdiction; and the reports in this behalf become more and more favourable every year. In the Delhi Circle, nine cases of special interest are noted; in the Lahore and Deraját Circles, five cases each; and in the Ráwalpindi Circle, three cases. In only four Districts is indifference in this respect, to any considerable extent, said still to prevail. But more attention is required throughout the Province to the Girls' and the Indigenous Aided Schools, which stand in especial need of official countenance and encouragement.

Educational Conferences.

39. No Educational Conferences were held during the past year. For nine years in succession such Conferences had been held, with the result that the regulations of the Department had to undergo various modifications every year. As it was the general wish of School Managers that there should be rest for a season, and as there were no matters of importance requiring discussion, the Punjab Government agreed to discontinue the Conferences for one year.

UNIVERSITY EXAMINATIONS, 1894-95 AND 1889-90.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
Calcutta First Arts	Candidates	8	3	5	...	..	..	...	...	..	..	...	...	8	3	5	...
	Passes...	7	2	5	...	...	...	...	...	..	...	..	...	7	2	5	...
Punjab Intermediate (Arts).	Candidates	347	132	215	...	36	9	27	...	81	26	55	...	464	167	297	...
	Passes...	215	100	115	...	17	8	9	..	27	17	10	...	259	125	134	..
Punjab Intermediate (Oriental).	Candidates	1	2	...	1	...	..	...	...	1	2	...	1	2	4	...	2
	Passes...	1	2	...	1	...	...	...	...	1	1	...	...	2	3	...	1
Punjab B. A. ...	Candidates	118	58	60	...	12	...	12	...	74	14	60	...	204	72	132	...
	Passes...	59	31	28	...	3	...	3	...	12	3	9	...	74	34	40	...
Punjab B. O. L.	Candidates	3	4	...	1	...	...	...	...	..	3	...	3	3	7	...	4
	Passes...	3	3	..	...	...	...	...	...	...	1	...	1	3	4	...	1
Punjab M. A. ...	Candidates	17	6	11	...	...	..	...	...	15	3	12	...	32	9	23	...
	Passes...	10	1	9	...	...	..	..	...	2	..	2	..	12	1	11	...
Punjab M. O. L.	Candidates	1	1	..	...	...	...	..	...	...	...	...	...	1	1	...	..
	Passes...	1	1	...	...	..	...	..	...	...	..	...	..	1	1	...	...
Oriental Language Examinations.																	
Sanskrit Examination.	Candidates	34	28	6	...	65	48	17	...	18	10	8	...	117	86	31	...
	Passes...	18	9	9	...	20	15	5	..	1	3	...	2	39	27	12	...
Arabic Examination.	Candidates	16	14	2	...	12	15	...	3	5	1	4	...	33	30	3	...
	Passes...	13	12	1	...	5	7	...	2	2	1	1	...	20	20	...	...
Persian Examination.	Candidates	7	12	...	5	63	54	9	..	19	21	...	2	89	87	2	...
	Passes...	5	9	...	4	45	40	5	..	11	13	...	2	61	62	...	1
Gurmukhí Examination.	Candidates	6	5	1	...	4	3	1	...	1	..	1	..	11	8	3	...
	Passes...	4	5	...	1	4	3	1	...	...	...	...	...	8	8	...	..
Professional Examinations.																	
Law (Preliminary Examination).	Candidates	85	10	75	...	...	...	..	...	...	...	...	...	85	10	75	...
	Passes..	60	8	52	...	...	..	..	...	...	...	...	...	60	8	52	...
Law (First Certificate Examination).	Candidates	21	19	2	...	...	...	..	..	...	...	...	...	21	19	2	...
	Passes...	5	10	...	5	..	...	..	...	..	...	...	.	5	10	...	5
Law (Licentiate Examination).	Candidates	4	5	...	1	...	...	...	...	...	...	.	...	4	5	...	1
	Passes...	2	2	...	...	...	...	...	..	...	...	...	...	2	2	...	...
Law (Intermediate Examination).	Candidates	17	...	17	...	...	...	...	...	...	...	...	...	17	...	17	...
	Passes...	9	...	9	...	.	..	.	...	...	...	...	...	9	...	9	...
Law (L. L. B. Examination).	Candidates	11	...	11	...	...	...	...	...	...	...	...	...	11	...	11	...
	Passes...	5	...	5	...	...	..	...	..	...	...	...	...	5	...	5	...
Medicine (First Examination for L. M. S.)	Candidates	(a) 56	18	38	...	...	...	...	...	3	...	3	...	a 59	18	41	...
	Passes...	(b) 15	9	6	...	.	...	...	...	1	...	1	...	b 16	9	7	...
Medicine (Second Examination for L. M. S.)	Candidates	(c) 34	10	24	...	...	...	...	...	1	...	1	...	c 35	10	25	...
	Passes...	(d) 23	4	19	...	...	...	...	...	...	...	...	...	d 23	4	19	...
Medicine (First Examination for M. B.)	Candidates	4	...	4	...	...	...	...	...	..	...	...	..	4	...	4	...
	Passes...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
Medicine (Second Examination for M. B.)	Candidates	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
	Passes...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
Civil Engineering (First Examination).	Candidates	2	1	1	...	...	...	...	...	1	...	1	...	3	1	2	...
	Passes ..	1	1	...	...	...	...	...	...	1	...	1	...	2	1	1	...

(a) Includes 5 girls. (b) Includes 3 girls. (c) Includes 2 girls. (d) Includes 1 girl.

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
Convocation and conferring Degrees	... 40	Results in each subject	... 53
Examination results	... ... 41—47	The Lahore Government College	... 54—57
Arts Colleges	... 48	St. Stephen's College, Delhi ...	... 58—61
Number and distribution of students	... 49	The Lahore Mission College ..	... 62—65
Expenditure	... 50	Daya Nand Anglo-Vedic College, Lahore	66—69
Scholarships	... 51	The Minor Colleges	... 70—74
Examination results for the Provincial Arts Colleges	... 52	The Oriental College, Lahore	... 75—79
		The Medical College, Lahore ...	... 80

University Convocation.

40. The fourteenth Convocation of the Punjab University was held on the 1st December, when Degrees in the various Faculties were conferred on the candidates who had been successful in the Examinations held during the year. The Degree of Doctor of Literature was, at the same time, conferred on His Excellency, Lord Elgin, *honoris causâ*, when His Excellency, as Patron of the University, addressed the Senate and Graduates.

Examination results.

41. The table opposite gives the results of the Arts Examinations (above the Entrance), of the Oriental Language Examinations, and of the Professional Examinations, including those in Law, Medicine, and Engineering, for the past year, and compares these with the figures of 1889-90.

Calcutta University Examinations.

42. The Calcutta University Examinations (above the Entrance) are now confined to the First Arts Examination, in which 8 candidates appeared, and 7 passed, two being in the First Division, against 2 passes out of 3 in 1889-90. All the candidates were from the Bishop Cotton School, Simla, the Colleges for Natives having ceased to look beyond the Province as regards the higher examinations.

Punjab University Examinations.

43. For the Intermediate Examination of the Punjab University 464 candidates appeared on the Arts side, of whom 259 passed, or 56 per cent., compared with 125 out of 167, or 74 per cent., five years previously. On the Oriental side, there were two successful candidates last year, compared with 3 out of 4 in 1889-90. In the B. A. Examination, 74 passed out of 204, or only 36 per cent., against 34 out of 72, or 47 per cent., five years ago. In the B. O. L. Examination, 3 candidates appeared, and all passed, against 4 out of 7. In the M. A. Examination, 32 appeared, and 12 passed, or 37 per cent., compared with 1 out of 9 in 1889-90. In each of the years there was but one successful candidate in the M. O. L. Examination. In all the Arts Examinations, the number of candidates and of passes has risen greatly; but the percentage of successes, except in the M. A. Examination, has declined. It deserves to be noticed, however, that the inclusion in these returns of private candidates, as well as the figures of the extra provincial institutions, affects the averages unfavourably. The number of candidates and passes has declined on the Oriental side; but all the 6 candidates in the three examinations passed. Only two of the successful B. A. candidates passed in the First Division; and only two of the M. A. passes were as high as the Second Division.

Oriental Language Examinations.

44. In Sanskrit, 117 candidates altogether appeared, and 39 passed, or 34 per cent., against 27 out of 86, or 31 per cent, in 1889-90. The passes were 25 in Proficiency, 11 in High Proficiency, and 3 in Honours. In Arabic, out of 33 candidates in all the examinations, 20 passed, or 60 per cent., compared with the

Chapter III, 45. University Education.

same number out of 30, or 66 per cent., at the beginning of the period. The successes were 7 in Proficiency, 5 in High Proficiency, and 8 in Honours. In Persian, out of 89 candidates 61 passed—32 in Proficiency, 13 in High Proficiency, and 15 in Honours, or 68 per cent., against 62 out of 87, or 71 per cent. five years ago. In Gurmukhí, 8 out of 11 passed—6 in Proficiency, and 2 in High Proficiency, against 8 out of 8 in 1889-90. Nine candidates—five Muhammadans and four Hindús—passed the additional examination in English now required to entitle successful candidates to the Titles attached to the Oriental Language Examinations. There is a marked rise in the number of candidates in Sanskrit; and it is still worthy of note that more than one-half of the candidates taken together come from beyond the Province.

Law Examinations.

45. Since 1889-90 the power of conferring Degrees in Law has been conferred on the Punjab University; and we have now to deal with two sets of examinations,—one leading up to that of Licentiate, and the other to the L. L. B. Degree. On the Licentiate side, 85 candidates appeared in the Preliminary Examination, and 60 passed, or 70 per cent., against 8 out of 10 in 1889-90. In the First Certificate Examination, only 5 out of 21, or less than 24 per cent., passed, compared with 10 out of 19 at the beginning of the period. In the Licentiate Examination, 2 out of 4 passed, against the same number out of 5 five years ago. The numbers on this side have been affected by the deviation of many to the Degree side. On this side, 17 appeared in the Intermediate Examination, which is all but identical with the Licentiate, and 9 passed, or about 53 per cent.; and in the L. L. B. Examination, 5 out of 11 passed, or 45 per cent. Both the number of candidates and of passes has quadrupled during the quinquennium; and, as will be seen in connection with the Law School in Chapter V, a strong current has set in during the last few years in favour of the study of Law.

Medical Examinations.

46. In the First Examination for Licentiate in Medicine and Surgery, out of 59 candidates 16 passed, or only 27 per cent., against 9 out of 18 five years ago. Three of the successful candidates were females. In the Second Examination for Licentiate, 23 out of 35 passed, or 65 per cent., compared with 4 out of 10 in 1889-90. One of the successful candidates was a female. Up to 1889-90, no candidates had presented themselves on the Degree side, as the power to confer Medical Degrees was granted only in 1887; but during the last five years there have been a few such candidates. Last year, 4 appeared in the first M. B. Examination, and one passed; and the single candidate in the Second M. B. Examination was successful. The number of candidates and passes has trebled since 1889-90; but the percentage of successes remains low. To remedy this, the University has, during the past year, raised the qualification required for beginning Medical studies from the Entrance to the Intermediate standard. Looking to the low percentage of passes in the First L. M. S. and First M. B. Examinations, and the comparatively favourable result in the Second L. M. S. Examination, the Inspector-General of Civil Hospitals suggests the appointment of a Moderator, "who could look over the questions, and consult, if necessary, with each Examiner before issuing the questions to the candidates." There is much to be said in favour of the appointment of Moderators in most of the University Examinations, to prevent unsuitable papers being set, and to secure uniformity in the standard of questioning; but the whole matter of great variations in the results of the examinations from year to year has been referred to the University by the Punjab Government, and is now, I believe, being considered by a Special Committee representing all the Faculties.

Engineering Examinations.

47. In the First Examination in Civil Engineering, 3 candidates appeared and 2 passed, compared with a single successful candidate in 1889-90. The only means of giving instruction in engineering subjects in the Province is a class for Surveying and Drawing attached to the Mayo School of Art, and taught by the Mayo-Patiála Reader of the Punjab University. The class is popular, and does good in its way; but, on its present footing, which the University does not see its way to improve, it gives no hope of expanding into an Engineering School such as would meet the need of specialising higher education more than is done at present.

Arts Colleges.

48. There are now eight Arts Colleges in the Province, namely—the Government College, the American Mission College, the Daya Nand Anglo-Vedic College, and the Islámiya College, at Lahore; the Cambridge Mission College, at Delhi; the Municipal Board College, at Amritsar; the Scotch Mission College, at Siálkot; and the American U. P. Mission College, at Ráwalpindi. Only six of these existed in 1889-90, the new institutions being the Islámiya College, Lahore, and the Ráwalpindi Mission College. Four of the Colleges—the Government, Mission, and Daya Nand Colleges, Lahore, and the Cambridge Mission College, Delhi—teach up to the Degree standards, against only three five years ago.

Number and distribution of the students.

49. The following statement gives the number of students in all the Colleges at the close of the year, and their distribution over the classes:—

	1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class { First Year ...	311	121	190	...
Intermediate Class { Second Year ...	347	137	210	...
B. A. Class ... { Third Year ...	126	36	90	...
B. A. Class ... { Fourth Year ...	126	56	70	...
M. A. Class	20	8	12	...
Total ...	930	358	572	...

There is a total rise of 572 students since 1889-90; and, considering that the fees have been much raised in the time, the increase is remarkable. There is an advance since last year of 133 students; and the numbers in the First and Third Year Classes constitute about 38 and 58 per cent. of the passes in the Entrance and Intermediate Examinations, respectively. Such an increasing desire for a University education, in the face of the limited avenues of occupation open to the highly educated, suggests considerations of a distinctly serious character.

Expenditure.

50. The table below gives the direct expenditure on all the Colleges, from the various sources, during the past year and in 1889-90:—

From	1894-95.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	47,701	55,821	...	8,120
District Funds	150	...	150	...
Municipal Funds	3,843	5,389	...	1,546
Fees	47,913	15,802	32,111	...
Subscriptions	13,371	13,133	238	...
Endowments and other sources	17,216	17,526	...	310
Total	1,30,194	1,07,671	22,523	...

Chapter III, 51. University Education.

The total increase of Rs. 22,523 is more than covered by the enhanced fee receipts. The small amount paid from District Funds is on account of a grant to the College at Siálkot; and the increase against Subscriptions is due to the new Colleges. The considerable decrease from Provincial Revenues was wholly in the Government College, Lahore; and this, as well as the other decreases, is in proportion to the rise in the Fees, which now cover a little over 36 per cent. of the total expenditure. Public Funds cover 40 per cent. of this; Private Funds, including Fees, about 60 per cent.

Scholarships.

51. The expenditure on Scholarships from the various sources, and the number of those of different kinds current at the end of the year, and also five years ago, are shown in the following statement:—

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	9,118	8,843	275	...
	District Funds	445	128	317	...
	Municipal Funds	1,927	881	1,046	...
	University Funds	5,305	2,442	2,863	...
	Other sources	1,608	1,792	...	184
	Total	18,403	14,086	4,317	...
		No.	No.	No.	No.
Number of holders of	Government and University Open Scholarships	71	53	18	...
	Jubilee Scholarships	15	21	...	6
	Zamíndárí Scholarships	6	...	6	...
	Other Scholarships	45	28	17	...
	Total	137	102	35	...

There is an increase of 35 scholarships, and a rise in the expenditure of Rs. 4,317. The Zamíndárí Scholarships, for the encouragement of education amongst certain classes of agriculturists, were awarded for the first time in 1890-91; and this sufficiently accounts for the slightly increased charge to Provincial Revenues. The increased expenditure from District and Municipal Funds is owing to the greater number of Close Scholarships founded by those Bodies, and returned as Other Scholarships; and the increase from University Funds is due to the currency of a greater number of scholarships, including the Prince Albert Victor-Patiála Scholarships—twelve in number, which were awarded for the first time in 1892. Six of the scholarships were held in the Muhammadan Anglo-Oriental College, 'Alígarh, leaving 131 to the Provincial Colleges, or an average of one for every seven students. In 1889-90, the average was only a little under one for every three students.

Examination results for the Provincial Colleges alone.

52. The following table gives the results of the University Examinations (above the Entrance), so far as concerns the Provincial Arts Colleges taken by themselves:—

		1894-95.	1889-90.	Increase.	Decrease.
F. A., Calcutta	Candidates	...	2	...	2
	Passes	...	1	...	1
Intermediate, Punjab	Candidates	347	132	215	...
	Passes	215	100	115	...
B. A., Calcutta	Candidates	...	...	...	...
	Passes	...	...	...	...
B. A., Punjab	Candidates	118	58	60	...
	Passes	59	31	28	...
M. A., Calcutta	Candidates	...	...	...	...
	Passes	...	...	...	...
M. A., Punjab	Candidates	16	3	13	...
	Passes	9	...	9	...

The returns for the examinations of the Calcutta University as regards these Colleges, which were all but blank in 1889-90, are now absolutely so. In the Punjab University Examinations, the number both of candidates and passes was, in each case, very much higher than at the earlier period, with the following percentages of passes :—Intermediate Examination, 62, B. A. 50, M. A. 56, compared with 75, 53, and 0, respectively, five years ago. The results for these Colleges by themselves, in the last year's examinations, are a good deal more favourable than those already noticed for the candidates generally, with only 56, 36, and 39 per cent. of successes.

53. The statement below gives the results for each subject in the different examinations :— Results in each subject.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examinations.	Candidates	1894-95	...	347	27	50	285	347	...	178	21	...	142
		1889-90	...	132	16	24	105	132	...	67	71	...	56
		Increase	...	215	11	26	180	215	...	111	...	...	86
		Decrease	...	...	...	...	...	...	...	...	50	...	...
	Passes	1894-95	...	268	22	39	237	257	...	155	17	...	133
		1889-90	...	122	16	16	88	117	...	57	65	...	50
		Increase	...	146	6	23	149	140	...	98	...	...	83
		Decrease	...	...	...	...	...	...	...	...	48	...	...
B. A. Examination.	Candidates	1894-95	...	118	2	11	53	50	13	22	52	1	25
		1889-90	...	58	7	11	47	19	3	28	21	2	13
		Increase	...	60	...	...	6	31	10	...	31	...	12
		Decrease	...	...	5	...	...	...	...	6	...	1	...
	Passes	1894-95	...	66	...	11	31	44	10	19	45	...	20
		1889-90	...	35	6	4	43	14	2	16	21	2	9
		Increase	...	31	...	7	...	30	8	3	24	...	11
		Decrease	...	...	6	...	12	...	...	...	...	2	...
M. A. Examination.	Candidates	1894-95	...	13	...	...	...	1	...	...	...	...	2
		1889-90	...	2	...	...	...	1	...	...	...	...	...
		Increase	...	11	...	...	...	...	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	...	...	...	...
	Passes	1894-95	...	6	...	...	...	1	...	...	...	...	2
		1889-90	...	...	...	...	...	...	...	...	...	...	...
		Increase	...	6	...	...	...	1	...	...	...	...	2
		Decrease	...	...	...	...	...	...	...	...	...	...	...

In the Intermediate Examination, the percentages of success in the different subjects were—in Science 93, in Philosophy 87, in Persian 83, in Arabic 81, in History 80, in Sanskrit 78, in English 77, and in Mathematics 74. The most popular of the optional subjects are Philosophy and Science; and the successes achieved in these subjects are probably as much the cause as the effect of this. The number taking History has much declined since 1889-90. In the B. A. Examination, the percentages were—in Sanskrit 100 (against 36 five years ago), in Mathematics (A Course) 88, in both Philosophy and History and Political Economy 86, in Science 80, in Mathematics (B Course) 77, in Persian 58, in English 56, and in Arabic (two candidates only) 0. The increase in the number taking Mathematics is satisfactory; whilst the rise in the number taking History at this stage seems to be at the expense of Philosophy. In the M. A. Examination, 13 took English, 1 Mathematics, and 2 Science. The Mathematics and Science candidates passed; and 6 passed in English, or 46

Chapter III, 54. University Education.

per cent. In most subjects, the proportion of successes is favourable; in none of them, except in the case of the B. A. Arabic, is it unsatisfactory. The average success in English in all the examinations has fallen from 81 to 71 per cent. in the last five years, which is, I believe, mostly owing to the new High Schools being less efficient than was formerly the case with all institutions of that grade.

LAHORE GOVERNMENT COLLEGE.

Principal's report, &c.

54. The report of the Principal on the Lahore Government College is given as Appendix B. The only change in the staff during the year was in the appointment of Lála Jíya Rám, M. A., to succeed Lála Umráo Singh, M. A., transferred to the Inspecting line, as Assistant Professor.

Statistics.

55. At the time of the last quinquennial report, there was a marked decline in the numbers, owing to the raising of the fees, and the opening of new Colleges. The falling off continued till 1891, when the tide turned; and since then there has been a gradual rise, the roll giving 257 at the end of last year, compared with 115 five years ago. The attendance on the different classes is fairly proportionate, as many as 19 being now in the M. A. Class. The expenditure for the year was Rs. 58,630, compared with Rs. 52,907 in 1889-90, of which Rs. 19,929 was met from fees, against Rs. 6,086 at the earlier period; so that the cost to Government is now Rs. 8,120 less than it was five years ago. The fees now cover fully one-third of the total expenditure; and the cost to Government of educating each student, calculated on the average number on the rolls, is Rs. 163, compared with Rs. 463 in 1889-90. The number of scholarships current at the end of the year was 46, against 40 five years ago.

Examination results.

56. The results of the University Examinations for the past year are given below, in contrast with those of 1889-90:—

Examinations.		1894-95.	1889-90.	Increase.	Decrease.
Intermediate ...	Candidates ...	75	31	44	...
	Passes ...	48	25	23	...
B. A.	Candidates ...	40	37	3	...
	Passes ...	17	20	...	3
M. A.	Candidates ...	15	3	12	...
	Passes ...	8	...	8	...

In the Intermediate Examination, the number both of candidates and passes was much greater than at the end of the last quinquennium, but the percentage of successes was only 64 compared with 80. The chief subject of failure was Mathematics. In the B. A. Examination, there were 3 fewer passes than in 1889-90, with also a lower percentage, attributed by the Principal partly to the inferior quality of the class, and partly to the large number of old failures and of students who had joined in the middle of the course from other institutions. The highest places on the Pass List in both examinations were taken by students of this College. The M. A. results were a marked advance on those of 1889-90.

Chapter III, 57. University Education. General remarks.

57. The efforts of the staff for the general good of the students have continued unabated. The College Clubs met with less regularity during the year; but in physical training and games a more keen and general interest was taken than had ever been shown before. The Boarding House was constantly full during the year, and the health of the inmates was good; but the Principal remarks that, until the quadrangle is completed, the structural character of the building will tend to frustrate good management. The conduct of the mass of the students is said to have been very good; but strong measures had to be used to check irregular attendance in a number of cases. The College Library and Reading Room are said to have been very generally utilised throughout the year. The work of the Principal and the Staff is again, I consider, deserving of high commendation; and I would especially desire to acknowledge Mr. Bell's unsparing devotion of time to the interests of the students.

DELHI MISSION COLLEGE.

Principal's report.

58. The report on the Cambridge Mission College (St. Stephen's) at Delhi, with which I have been favoured by the Principal, is given as Appendix C to this report. The College sustained a very severe loss during the year in the sudden death of the Rev. A. C. Maitland, one of the staff.

Statistics.

59. At the close of the year, there were 77 students on the rolls, compared with 41 in 1889-90. The rise would have been greater, but for a rush, which has recently set in, to the Law School at Lahore, from which, unless a provision for the study of Law can be made in Delhi, the Principal anticipates serious injury to the College. The M. A. Class, which was started two years ago, has proved a success. The expenditure for the past year was Rs. 17,719, or Rs. 252 more than in 1889-90, of which 37 per cent. was met from Public Funds, 32 per cent. from Fees, and 31 per cent. from Mission Funds. The average cost of educating each student was Rs. 230, compared with Rs. 388 five years ago, the cost to Government being Rs. 70. Six scholarships were current at the end of the year, or 3 less than at the end of the last quinquennium.

Examination results.

60. In the Intermediate Examination, 11 out of 23 passed, or nearly 48 per cent., compared with a general average for all the Colleges of 62 per cent., and with the same number out of 15 in 1889-90. The chief subject of failure was Mathematics. In the B. A. Examination 6 passed out of 9, or 66 per cent., against a general average of 50 per cent., and 7 out of 11 five years ago. The single candidate in the M. A. Examination passed, heading the list of the successful candidates in English. The place taken by this College on the Pass Lists in the Degree Examinations is an improvement on previous years.

General remarks.

61. The conduct of the students during the year is said to have been generally excellent; and this matter naturally receives every attention. Cricket continues to flourish, though the College still wants (and ought easily to get, in Delhi, as a gift) a ground of its own. The Christian Hostel has 7 in residence, but the Non-Christian Hostel only 2, owing to the rush of outside students to Lahore. The Debating Club is said to have rather languished during the year; but more use was made of the Library than heretofore. The new College building was opened in 1891; and this has been not only a great convenience and help to the work, but an immense boon to the people of Delhi.

Chapter III, 62.

University Education.

LAHORE MISSION COLLEGE.

Principal's report.

62. The report on the Forman Christian College, Lahore, with which the Principal has kindly furnished me, is given as Appendix D.

Statistics.

63. The College contained at the close of the year 193 students, compared with 136 in 1889-90. The numbers are lower than in the previous year, owing to one of those scares to which all Christian Colleges are at times liable. The First Year, or Freshmen's Class, was the one chiefly affected. The expenditure for the year was Rs. 25,509, or Rs. 4,589 more than five years ago, of which about 14 per cent. was met from Provincial Revenues, 45 per cent. from Mission Funds, and 41 per cent. from Fees. The average cost of educating each student, calculated on the average number on the rolls, was Rs. 148, the cost to Government being something less than Rs. 21. The number of scholarships current at the end of the year was 38, against 44 in 1889-90.

Examination results.

64. The number of candidates and passes was higher than in any previous year. In the Intermediate Examination, 49 out of 70 passed, or 70 per cent., compared with a general average for all the Colleges of 62 per cent., and with 48 out of 62 five years ago. The chief subject of failure in this College also was Mathematics. In the B. A. Examination, 26 out of 43 passed, or 60 per cent., compared with a general average of 50 per cent., and with 4 out of 10 at the end of the last quinquennium. This College continues to take a good place in the order of merit lists, and last year again won the B. A. Aitchison-Rám Rattan Sanskrit Scholarship; as well as the two B. A. Prince Albert Victor-Patiála Scholarships.

General remarks.

65. Generally speaking, the behaviour of the students was good, although acts of impropriety occurred during the panic already alluded to. Much attention is paid to right influence; and most of the students are members of a Temperance Society in connection with the College. Cricket, football, and tennis are played, but not by all the students. The Boarding Houses, which provide accommodation for 122 students, were quite full during the year. The Literary Societies of the College are said to meet a great want; and the Library is said to have been more used than formerly. By the liberality of a friend of the Mission, the much needed additional accommodation is soon to be provided. The influence of this excellent institution becomes more and more manifest every year.

DAYA NAND ANGLO-VEDIC COLLEGE.

Principal's report.

66. The report of the Principal on the Daya Nand Anglo-Vedic College, Lahore, with which I have been favoured, is given as Appendix E. This College is now, numerically, the largest in the Province; and, as it is now fully equipped up to the Degree standards, it is this year returned as of superior grade.

Statistics.

67. The number of students at the close of the year was 303, compared with 38 in 1889-90, of whom 240 are in the Intermediate and 63 in the B. A. Classes. The expenditure for the year was Rs. 13,280, or Rs. 8,812 more than it was five years ago, of which 57 per cent. was met from Fees, and 43 per cent. from Private Sources. The average cost of educating each student was Rs. 49 only. Five Open Scholarships were current at the end of the year, and 9 others.

Examination results.

68. In the Intermediate Examination, 130 candidates appeared, and 79 passed, or nearly 61 per cent., against a general average of 62 per cent., and 11 out of 15 in 1889-90. The

failures were mostly in English, this College having done much better than the other larger Colleges in Mathematics. In the B. A. Examination, candidates appeared from this College for the first time, and 10 out of 26 passed, or 38 per cent., against a general average of 50. Several creditable places were taken in the Pass Lists.

General remarks.

69. The behaviour of the students during the year is said to have been satisfactory. Gymnastics, football, tennis, and Indian games are practised; and special interest is taken in this part of the training by the Vice-President of the Committee. The Boarding House had 186 in residence at the end of the year, and is said to be well supervised. There is a Library and Reading Room in connection with the College, which was extensively used by the students. Special attention is given to the study of Sanskrit over and above the University courses. This College is one of the most worthy, and, I believe, one of the most successful, enterprises of its kind out of the Presidency towns.

THE MINOR COLLEGES.

Reports on the Minor Colleges.

70. The report of the Inspector of Schools, Lahore Circle, on the Municipal Board College, Amritsar, and the Islámiya College, Lahore, is given as Appendix F to this report, and the report of the Inspector, Ráwalpindi Circle, on the Scotch Mission College, Siálkot, and the American U. P. Mission College, Ráwalpindi, as Appendix G. These Colleges teach up to the Intermediate standard only.

Amritsar Municipal Board College.

71. The Municipal Board College, Amritsar, had 30 students at the end of the year, against 17 in 1889-90. The expenditure was Rs. 4,447, or a little less than at the earlier period, of which 44 per cent. was met from Fees, and the remainder from Municipal Funds. Seven scholarships were current at the end of the year. Of 15 candidates in the Intermediate Examination, 11 passed, or 73 per cent., against 5 out of 9 five years ago. One candidate stood seventh on the list, and won an Open Scholarship. The conduct, discipline, and sports continuenvery good.

Siálkot Mission College.

72. The Scotch Mission College, Siálkot, has now 24 students, compared with 11 in 1889-90, the year of opening. The expenditure is returned as Rs. 4,800, of which about 23 per cent. was covered by fees. Six scholarships were current at the end of the year. In the Intermediate Examination, 5 out of 11 passed, which is a good deal below the average. The Principal speaks well of the conduct of the students; but games are not, it appears, now encouraged.

Islámiya College, Lahore.

73. The Islámiya College, Lahore, which was opened in 1892, had 31 on the rolls at the end of the year, against 17 last year. The expenditure was Rs. 2,085, of which only Rs. 465 was met from fees. Of 12 candidates in the last Intermediate Examination, 4 were successful. The institution is meant to meet the case of the poorer Muhammadan community, and may be said to be prospering on the whole.

Mission College, Ráwalpindi.

74. The American U. P. Mission College at Ráwalpindi, which was opened two years ago, had 15 students at the end of the year. The expenditure was Rs. 3,702, met from fees and the Mission Funds. In the Intermediate Examination, 8 out of 11 passed, or 72 per cent., which is a good result. A good deal of interest is taken in the students; and the prospects are hopeful.

Chapter III, 75.

University Education.

THE ORIENTAL COLLEGE, LAHORE.

Principal's report.

75. The report of the Principal on the Oriental College, Lahore, with the remarks thereon of the Managing Committee, is given as Appendix H. Some of the details are omitted.

Number and distribution of the students.

76. At the close of the year, the number on the rolls was altogether 124—73 in the College Department, and 51 in the School—compared with 138 in 1889-90. Of those in the College Department, 17 are on the General side reading for the Intermediate and Degree Examinations, and 56 on the purely Language side reading for the Oriental Titles Examinations; and of those in the School Department, 8 are preparing for the Entrance Examination, against 15 five years ago, and 43 for the Proficiency (or lowest) Examination in Oriental Languages. In 1888, the study of English was introduced into the classes reading for Oriental Titles, and as many as 94 now learn that language—69 at the Primary, 20 at the Middle, and 6 at the High School stage. In addition to the above, 212 students of the Government College receive instruction in their Oriental Languages; and, in this connection, the 2 M. A. students in Sanskrit, returned in the College Department, belonged, properly speaking, to the Government College. Fifty-nine of the College students are in receipt of scholarships or stipends, and 15 in the School Department. According to creed, the proportion is Muhammadans 59, Hindús 55, and Sikhs 10.

Expenditure.

77. The total expenditure for the year amounted to Rs. 33,132, or Rs. 2,650 more than in 1889-90, of which only Rs. 515 was met from fees. The average whole cost of educating each student in the College Department is Rs. 381, in the School Department it is Rs. 115, per annum.

Examination results.

78. From the College Department, on the General side, one candidate appeared in the Intermediate Examination, 3 in the B. O. L., and one in the M. O. L., and all passed. One Arts student appeared in the M. A. Examination in Arabic, and also passed. The candidates are somewhat fewer than they were five years ago; but the results remain good. On the Oriental side, 4 appeared in the High Proficiency in Sanskrit Examination, and all passed; 10 appeared in Arabic (High Proficiency 4, Honours 6) and 9 passed; 5 appeared in Persian (High Proficiency 3, Honours 2) and all passed; and 3 appeared in High Proficiency in Gurmukhí, and 2 passed, results which are a considerable improvement on those of 1889-90. Five out of 6 candidates—2 on the Sanskrit, and 3 on the Arabic side—passed the special examination in English instituted in 1892 for Oriental Language candidates desirous of obtaining Titles. From the School Department, General side, 2 appeared in the Entrance Examination in Urdú, and both passed, compared with 3 out of 4 at the end of the last quinquennium. On the Oriental side, 8 out of 12 passed the Proficiency Examination in Sanskrit; 2 out of 3 passed the corresponding examination in Arabic; 2 candidates in Persian failed; and 2 out of 3 passed in Gurmukhí. The results for the students of the Government College in Oriental Languages were satisfactory except in Persian in the B. A. Examination.

General remarks.

79. The above record compares, on the whole, favourably with that of 1889-90; and this is due to the continued excellent management of the institution. But the impression left in looking at the work of the last five years is that the prospects of advanced education through the medium of the Vernacular are not improving, and that the time has fully come for reviewing the situation, especially as regards the General side of the scheme.

THE MEDICAL COLLEGE, LAHORE.

80. The report of the Principal of the Medical College, Lahore, is given as Appendix I; and the following remarks, in review of the report, have been forwarded to me by the Inspector-General of Civil Hospitals:—

Principal's report.

Inspector General's review.

"It is gratifying to find that a pathological laboratory, though scarcely of adequate size, has been added to the College buildings. Pathology is a subject of yearly increasing importance, not only from a purely medical point of view, but also from the intimate bearing it has on medico-legal matters.

"The medical profession seems to possess certain attractions for those seeking a career, for the number of students attending the College classes continues to increase, although the guarantee of Government employment to successful candidates has been withdrawn.

"There still seems to be too much uncertainty in the University Examinations. In the First M. B. and L. M. S. tests, but 26·6 per cent. of the candidates were successful. In the Second Examination, there were 66·6 per cent. who passed. Allowing for the greater care with which students will prepare themselves for a Final Examination when their future career is staring them in the face, there ought not to be such a discrepancy in the results of the First and Second Examinations. I feel convinced that a good deal of the uncertainty in these University Examinations is due to the fact that the Examiners have to be taken wherever they can be found without any guarantee of their fitness for the work. If they happen to be young and inexperienced Examiners without any training in teaching, it is tolerably certain that the papers will be of dubious value, and the marking of the answers also probably unequal.

"That such is the case is, I think, fairly borne out by comparing the results of the University Examinations with those for Hospital Assistants. The latter are examined by their own Professors, a fairly permanent body, and all experienced teachers. For the last five years the percentage of passes in the Hospital Assistant Class has been 44·4, 30·4, 44, 50, and 41·6, showing fairly equal success one year with another.

"As a remedy, to some degree, I would again suggest that a Moderator should be appointed, who could look over the questions and consult, if necessary, with each Examiner before issuing the questions to the candidates.

"As regards the fees, I should think the time has come when they ought to be raised. I agree with the remarks made by the Principal that it is a dubious advantage to make medical education practically free."

Chap. IV, A, 81.

Secondary Schools.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular.				Vernacular.				Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Board Schools.	Aided Schools.	Unaided Schools.	Total.				Open Scholarships.	Jubilee Scholarships.	Zamíndárí Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.	1894-95	...	25	21	12	58	...	1	1	2	60	...	...	...	...	...	...	...
	1889-90	...	17	19	4	40	...	1	...	1	41	...	...	...	...	...	...	...
	Increase	...	8	2	8	18	...	...	1	1	19	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1894-95	...	55	19	24	98	121	...	...	121	219	...	...	...	...	...	...	...
	1889-90	...	53	14	9	76	124	...	...	124	200	...	...	...	...	...	...	...
	Increase	...	2	5	15	22	...	...	...	...	19	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	3	...	...	3	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1894-95		80	40	36	156	121	1	1	123	279	...	...	...	...	...	...	...
	1889-90	...	70	33	13	116	124	1	...	125	241	...	...	...	...	...	...	...
	Increase	...	10	7	23	40	...	...	1	...	38	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	3	...	...	2	...	...	...	...	...	...	...	...
Number of Scholars. — *High Stage.*	1894-95	...	1,194	933	505	2,632	...	51	5	56	2,688	2,633	361	311	64	25	64	464
	1889-90	...	665	616	192	1,473	...	57	...	57	1,530	1,515	175	309	53	...	85	447
	Increase	...	529	317	313	1,159	...	...	5	...	1,158	1,118	186	2	11	25	...	17
	Decrease	...	...	...	...	...	...	6	...	1	...	...	...	...	...	...	21	...
Middle Stage.	1894-95	...	4,337	2,183	1,585	8,105	4,099	...	8	4,107	12,212	7,998	3,012	575	139	69	605	1,388
	1889-90	...	3,851	2,151	444	6,446	3,819	...	...	3,819	10,265	6,446	2,305	547	144	...	619	1,310
	Increase	...	486	32	1,141	1,659	280	...	8	288	1,947	1,552	707	28	...	69	...	78
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	14	...
Total Secondary Stage.	1894-95	...	5,531	3,116	2,090	10,737	4,099	51	13	4,163	14,900	10,631	3,373	886	203	94	669	1,852
	1889-90	...	4,516	2,767	636	7,919	3,819	57	...	3,876	11,795	7,961	2,480	856	197	...	704	1,757
	Increase	...	1,015	349	1,454	2,818	280	...	13	287	3,105	2,670	893	30	6	94	...	95
	Decrease	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	35	...
Upper Primary Stage.	1894-95	...	5,721	2,460	1,476	9,657	3,236	...	37	3,273	12,930	9,620	2,993	27	10	20	50	107
	1889-90	...	5,108	2,108	501	7,717	3,159	...	...	3,159	10,876	7,717	2,301	13	4	...	40	57
	Increase	...	613	352	975	1,940	77	...	37	114	2,054	1,903	692	14	6	20	10	50
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Stage.	1894-95	...	7,116	4,091	2,441	13,648	10,207	...	39	10,246	23,894	1,013	5,894	...	...	...	29	29
	1889-90	...	6,531	3,397	697	10,625	10,453	...	...	10,453	21,078	811	4,744	...	...	...	8	8
	Increase	...	585	694	1,744	3,023	...	...	39	...	2,816	202	1,150	...	...	...	21	21
	Decrease	...	...	...	...	...	246	...	...	207	...	...	...	...	...	...	...	...
Total Primary Stage.	1894-95	...	12,837	6,551	3,917	23,305	13,443	...	76	13,519	36,824	10,653	8,887	27	10	20	79	136
	1889-90	...	11,639	5,505	1,198	18,342	13,612	...	...	13,612	31,954	8,528	7,045	13	4	...	48	65
	Increase	...	1,198	1,046	2,719	4,963	...	...	76	...	4,870	2,125	1,842	14	6	20	31	71
	Decrease	...	...	...	...	...	169	...	...	93	...	...	...	...	...	...	...	...
Grand Total.	1894-95	...	18,368	9,667	6,007	34,042	17,542	51	89	17,682	51,724	21,284	12,260	913	213	114	748	1,988
	1889-90	...	16,155	8,272	1,834	26,261	17,431	57	...	17,488	43,749	16,489	9,525	869	201	...	752	1,822
	Increase	...	2,213	1,395	4,173	7,781	111	...	89	194	7,975	4,795	2,735	44	12	114	...	166
	Decrease	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	4	...

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

SECTION A.—SECONDARY SCHOOLS.

	Paras.
General statistics	81
Number of schools	82
Number of scholars	83
Expenditure	84
Fees	85
Scholarships	86
Examination results	87
Entrance Examination	88–89
Middle School Examination	90–91
Calcutta Entrance Examination	92
Boarding Houses	93–94
Advance of English compared with Vernacular education	95

SECTION B.—PRIMARY SCHOOLS.

Statistics	96
Number of schools and scholars	97
Expenditure	98
Fees	99
Scholarships	100
Examination results	101—103
Zamíndárí Schools and scholars	104—105
Gurmukhí Schools or Classes	106

SECTION C.—GENERAL QUESTIONS.

Character of the instruction imparted in the Schools	107
Conduct and discipline	108
Moral training	109
Physical training	110
School buildings	111
Furniture and appliances	112
General progress	113

SECTION D.—EDUCATION IN NATIVE STATES.

Statistical table	114
Number and distribution of institutions and scholars	115
Examination results	116

SECTION A.—SECONDARY EDUCATION.

Statistical table.

81. The table on the opposite page gives the statistics of Secondary Schools for Native Boys for the past year and for 1889-90.

Number of schools.

82. The number of Secondary Schools is now 279, or 38 more than five years ago. The increase is equally divided between the High and Middle grades, 31 of the additional schools being Aided or Unaided. Of the present total, 156 are Anglo-Vernacular Schools, and 123 Vernacular, against 116 and 125, respectively, in 1889-90, giving a rise in the former of 40, and a fall in the latter of 2 schools. According to grade, there are now 60 High Schools in the Province—58 Anglo-Vernacular, and 2 Vernacular—and 219 Middle Schools—98 Anglo-Vernacular, and 121 Vernacular. The two Vernacular High Schools are the school attached to the Oriental College, Lahore, and a Sanskrit School at Peshawar opened about two years ago by Lála Rádha Kishan. It is noticeable that all the Vernacular Middle Schools are Board Schools, there being no private enterprise in that direction as regards Boys' Schools.

Number of scholars.

83. Whilst the number of schools has increased by 15 per cent., there has been a rise in the number of scholars from 43,749 to 51,724, or by 18 per cent. The increase was in all the classes of schools except the single Vernacular Aided School, where there is a slight decline. It was also chiefly in the Anglo-Vernacular Schools. In the High Departments there are now 2,688 scholars, compared with 1,530 in 1889-90; and in the Middle Departments 12,212, compared with 10,265; in all a rise of 3,105 scholars, or 26 per cent. The remaining 36,824 scholars belong to the Primary Departments, being an increase during the five years of 4,870, or over 15 per cent. It is worthy of notice that more than one-third of the total increase was of agriculturist scholars.

Chap. IV, A, 84.
Secondary Schools. Expenditure.

84. The statement following gives the expenditure from different sources on all classes of Secondary Schools for Native Boys for the past year and for 1889-90 :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1894-95 ...	10,822	28,886	1,42,724	1,90,446	8,981	3,81,859
	1889-90 ...	4,752	22,062	1,62,662	1,18,123	8,331	3,15,930
	Increase ...	6,070	6,824	...	72,323	650	65,929
	Decrease ...	...	...	19,938	...	...	...
Aided Schools ..	1894-95 ...	63,760	1,962	15,222	1,05,373	48,026	2,34,343
	1889-90 ...	57,570	336	9,211	82,977	50,219	2,00,313
	Increase ...	6,190	1,626	6,011	22,396	...	34,030
	Decrease ...	...	...	...	...	2,193	...
Unaided Schools ...	1894-95 ...	...	...	...	33,664	35,959	69,623
	1889-90 ...	...	...	...	10,727	28,831	39,558
	Increase ...	...	...	...	22,937	7,128	30,065
	Decrease ...	...	...	...	...	...	...
Total Anglo-Vernacular Schools.	1894-95 ...	74,582	30,848	1,57,946	3,29,483	92,966	6,85,825
	1889-90 ...	62,322	22,398	1,71,873	2,11,827	87,381	5,55,801
	Increase ...	12,260	8,450	...	1,17,656	5,585	1,30,024
	Decrease ...	...	...	13,927	...	...	...
VERNACULAR SCHOOLS.							
Board Schools ...	1894-95 ...	...	71,074	16,210	32,705	408	1,20,397
	1889-90 ...	...	61,759	20,846	27,208	642	1,10,455
	Increase ...	...	9,315	...	5,497	...	9,942
	Decrease ...	...	...	4,636	...	234	...
Aided Schools ...	1894-95 ...	1,901	121	221	25	2,412	4,680
	1889-90 ...	912	39	76	31	3,310	4,368
	Increase ...	989	82	145	...	...	312
	Decrease ...	...	...	...	6	898	...
Unaided Schools ...	1894-95 ...	...	...	...	...	685	685
	1889-90 ...	...	...	...	...	...	...
	Increase ...	...	...	...	...	685	685
	Decrease ...	...	...	...	...	...	...
Total Vernacular Schools.	1894-95 ...	1,901	71,195	16,431	32,730	3,505	1,25,762
	1889-90 ...	912	61,798	20,922	27,239	3,952	1,14,823
	Increase ...	989	9,397	...	5,491	...	10,939
	Decrease ...	...	...	4,491	...	447	...
Grand Total Anglo-Vernacular and Vernacular Schools.	1894-95 ...	76,483	1,02,043	1,74,377	3,62,213	96,471	8,11,587
	1889-90 ...	63,234	84,196	1,92,795	2,39,066	91,333	6,70,624
	Increase ...	13,249	17,847	...	1,23,147	5,138	1,40,963
	Decrease ...	...	...	18,418	...	...	...
Scholarships ...	1894-95 ...	4,616	43,209	11,893	...	3,097	62,815
	1889-90 ...	2,872	41,428	10,317	...	11,971	66,588
	Increase ...	1,744	1,781	1,576	...	...	...
	Decrease ...	...	...	...	...	8,874	3,773

Chap. IV, A, 85. Secondary Schools.

There is a total increase of Rs. 1,40,963 since the beginning of the period, or about 21 per cent., of which more than six-sevenths is covered by extra fees. The total expenditure on these schools is now Rs. 8,11,587, of which Provincial Revenues contribute 9·4 per cent., District Funds 12·6 per cent., Municipal Funds 21·5 per cent., Fees 44·6 per cent., and Private Sources 11·9 per cent. The increase from Provincial Revenues was partly due to expenditure on the Central Model School, Lahore, which was much enlarged in 1891 by the amalgamation with it of the Municipal Board School, and partly to enhanced grants; that from District Funds was chiefly on account of improved salaries, and the supply of Gymnastic Instructors, and gymnastic and other school appliances; and that from Private Sources, on account of the greater number of Unaided Schools. The considerable fall in expenditure from Municipal Funds was partly due to the transfer of the Board School at Lahore, and partly to the increased fees relieving those Funds. According to the figures now returned, the average annual cost, per scholar, in Secondary Schools is Rs. 15-11, or about the same as it was five years ago; in Anglo-Vernacular Schools, it is Rs. 20-2; and in Vernacular Schools, it is a little over Rs. 7.

Fees.

85. The Fee receipts for the past year amounted to Rs. 3,62,213, or Rs. 1,23,147 more than in 1889-90, being a rise of over 50 per cent. The increase was mainly in the Anglo-Vernacular Schools, owing to the greater number of scholars, and to the enhanced rates prescribed for those schools. The rise of Rs. 5,491 in the Vernacular Schools, with but a small increase in the number of scholars, is due to greater accuracy in the distinction between agriculturists and non-agriculturists, the former being at present exempt from fees in Primary Departments.

Scholarships.

86. As will be seen from the table at the beginning of this Chapter, the number of scholarships of all kinds current at the end of the year was 1,988, or 166 more than five years ago, which gives an average of one scholarship to every 26 scholars. The principle on which scholarships paid from Public Funds are now provided, is of a minimum definite number, of fixed value, awarded strictly in accordance with the results of the ordinary examinations; and the larger number returned this year is due to the new Zamíndárí Scholarships instituted in 1890-91, and to fewer lapses in the other scholarships. In High Departments, 464 scholarships were current, or a little less than one to every six scholars reading at that stage, against more than one to every four scholars in 1889-90; in Middle Departments, 1,388 were current, or less than one to every nine scholars, against more than one to every eight at the earlier period; and in the Primary Departments, 136 were current, mostly on account of scholars reading English after passing the Upper Primary Examination in the Vernacular, and partly on account of small *wazífas* paid in certain schools from Private Funds to poor scholars. The total expenditure on scholarships for the past year was Rs. 62,815, or Rs. 3,773 less than in 1889-90, the fall being wholly under Other (that is, Private) Sources, on account of the foundation scholarships in the Aitchison College, which are really payments towards the fees of the boys, having previously been returned under this head. The increased expenditure from each head of the Public Sources is due to the greater number of scholarships current. A Sir James Lyall Scholarship, open to certain classes in the Kángra District, was awarded during the past year for the first time.

Chap. IV, A, 87.

Secondary Schools.

Examination results.

87. The following table gives the results of the Entrance and Middle School Examinations for the past year, and contrasts these with the returns for 1889-90 :—

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1894-95 ...	475	340	71·5	1,237	673	54·4	182	155
	1889-90 ...	315	168	53·3	1,207	876	72·6	82	81
	Increase ...	**160**	**172**	**18·2**	**30**	...	...	**100**	**74**
	Decrease ...	...	...	...	...	203	18·2	...	...
Aided Schools	1894-95 ...	383	232	60·5	626	292	46·6	158	137
	1889-90 ...	286	131	45·8	747	492	65·9	78	71
	Increase ...	**97**	**101**	**14·7**	...	...	...	**80**	**66**
	Decrease ...	...	...	...	121	200	19·3	...	...
Unaided Schools ...	1894-95 ...	218	114	52·2	554	165	29·7	23	14
	1889-90 ...	84	40	47·6	228	131	57·5	11	8
	Increase ...	**134**	**74**	**4·6**	**326**	**34**	...	**12**	**6**
	Decrease ...	...	...	...	...	...	27·8	...	...
Total Anglo-Vernacular Examination.	1894-95 ...	1,076	686	63·7	2,417	1,130	46·7	363	306
	1889-90 ...	685	339	49·5	2,182	1,499	68·7	171	160
	Increase ...	**391**	**347**	**14·2**	**235**	...	...	**192**	**146**
	Decrease ...	...	...	...	...	369	22·0	...	...
Vernacular Examination.									
Board Schools ...	1894-95 ...	...	...	...	1,271	803	63·1	...	...
	1889-90 ...	14	4	28·6	1,148	768	66·9	...	...
	Increase ...	...	...	...	**123**	**35**	...	...	...
	Decrease ...	14	4	28·6	...	...	3·8	...	...
Aided Schools ...	1894-95 ...	3	2	100·0	5	...	...	...	...
	1889-90 ...	4	4	100·0	13	8	61·5	...	...
	Increase ...	...	...	...	...	...	...	...	...
	Decrease ...	1	2	...	8	8	61·5	...	...
Unaided Schools ...	1894-95 ...	..	...	...	11	7	63·6	...	...
	1889-90 ...	1	...	...	3	3	100·0	...	...
	Increase ...	...	...	...	**8**	**4**	...	...	...
	Decrease ...	1	...	...	...	...	36·4	...	...
Total Vernacular Examination.	1894-95 ...	3	2	100·0	1,287	810	62·9	...	...
	1889-90 ...	19	8	42·1	1,164	779	66·9	...	...
	Increase ...	...	...	**57·9**	**123**	**31**	...	...	...
	Decrease ...	16	6	...	...	...	4·0	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1894-95 ...	1,079	688	63·8	3,704	1,940	52·3	363	306
	1889-90 ...	704	347	49·3	3,346	2,278	68·1	171	160
	Increase ...	**375**	**341**	**14·5**	**358**	...	...	**192**	**146**
	Decrease ...	...	...	...	...	338	15·8	...	...

* Exclusive of those who took up English only.

Entrance Examination.

88. In the last Entrance Examination of the Punjab University, 1,079 appeared from the Schools for Native Boys, and 688 passed, or 63·8 per cent., compared with 347 out of 704, or 49·3 per cent. five years ago. The rise both in the number of candidates and passes, especially the latter, is marked. Of the successful candidates, 686 belonged to the Anglo-Vernacular Schools, and only 2 to the Vernacular. Comparing the different classes of schools, Government and Board Schools passed 71·5 per cent. of the candidates, Aided Schools, 60·5 per cent., and Unaided Schools 52·2 per cent. on the Anglo-Vernacular side. On the Vernacular side, the only Provincial School that sent up candidates

was that connected with the Oriental College, Lahore. The relative position of the Inspectional Circles, according to the average of passes in this examination, is the Deraját Circle first, with 80 per cent.; Delhi second, with 72 per cent.; Ráwalpindi third, with 65 per cent.; Jullundur fourth, with 59 per cent.; and Lahore fifth, with 58 per cent. According to the number of passes, the order would be, Lahore first, with 268; Ráwalpindi second, with 148; Delhi and Jullundur third, with 98 each; and Deraját fifth, with 74.

Most successful schools in the Entrance Examination.

89. The schools which passed the greatest number of candidates in the Entrance Examination were the Daya Nand Anglo-Vedic School, Lahore, with 43, the Central Model School, Lahore, with 36, the Mission School, Gujránwála, with 33, the Municipal Board School, Mooltan, with 31, and the Mission School, Ráwalpindi, with 27. The schools with the highest percentages of passes, out of not less than ten candidates, were the Municipal Board School, Mooltan, and the Umballa City Mission School, with 94 per cent. each, the American Mission School, Siálkot, with 92 per cent., the Municipal Board School, Jullundur, with 82 per cent., the Municipal Board Schools at Jhang, Dera Ghází Khán, and Rewári, and the Anglo-Arabic School, Delhi, with 80 per cent., and the Municipal Board Schools at Gujrát, Siálkot, Amritsar, Gurdáspur, Delhi, and Jhelum, the District Board School at Pálampur, the Central Model School, Lahore, the Mission Schools at Gujránwála, Ráwalpindi, and Mooltan, the Punjábí School at Amritsar, and the Victoria Bhrátrí Sabha School at Dera Isma'íl Khán, with from 70 to 80 per cent.—all very good results. The Municipal Board Schools at Qasúr and Ludhiána, the Anglo-Sanskrit School at Bhera, and the Mission Schools at Dera Isma'íl Khán, Ludhiána, and Gujrát, with from 60 to 70 per cent. of successes, are also deserving of mention. The Scotch Mission School, Siálkot, had three of the first twenty places on the Pass List; the Municipal Board Schools at Jhang, Jullundur, and Ludhiána, and the Umballa City Mission School had each two of those places; and the Municipal Board School, Jagádhrí, had the highest place for the second time during the first three years of sending candidates to this examination.

Middle School Examination.

90. In the last Middle School Examination, the number of candidates from the Schools was 3,704, of whom only 1,940, or 52·3 per cent., passed, compared with 2,278 out of 3,346, or 68·1 per cent., in 1889-90. It cannot be said that the schools are less efficient than they were five years ago; and the lower proportion of successes is attributed to the sudden application of a higher standard of examining, especially in English. The percentage of passes in this examination recorded last year was 86; and such sudden variation almost altogether impairs the usefulness of the test. The results on the Vernacular side were more favourable than on the Anglo-Vernacular, which supports the view that the fault lay mostly with the English examiners. Comparing the different classes of schools, the Board Schools, on the Anglo-Vernacular side, took the highest place, with 54·4 per cent. of passes, against 46·6 per cent. for the Aided Schools, and only 29·7 per cent. for the Unaided Schools. On the Vernacular side, the Board Schools passed 63·1 per cent. of their candidates, the numbers examined from the other two kinds of schools being comparatively insignificant. The order of the Circles, according to the proportion of passes in this examination, is—Deraját first, with 58 per cent.; Jullundur second, with 56 per cent.; Delhi third, with 55 per cent.; Lahore fourth, with 49 per cent.; and Ráwalpindi last, with 48 per cent. According

Chap. IV, A, 91. Secondary Schools.

to the number of passes, the order would be—Lahore, Jullundur, Ráwalpindi, Delhi, and Deraját. Besides the ordinary candidates, 306 out of 363, or 84 per cent., passed in English only.

Most successful schools in the Middle School Examination.

91. The schools with the greatest number of passes in this examination were the Scotch Mission School, Gujrát, with 43, the Amritsar Municipal Board School, with 42, the Jullundur and Ludhiána Municipal Board Schools, with 38 each, the Jullundur Mission School, with 36, the Ludhiána Mission School, with 35, the Hoshiárpur Municipal Board School, with 33, the Delhi and Mooltan Municipal Board Schools, and the Daya Nand Anglo-Vedic School, Lahore, with 31 each, the Gujránwála Mission School, with 29, the Central Model School, Lahore, and the Jhang Municipal Board School, with 27 each, and the Umballa City Mission School, with 26. The schools with the highest proportion of successes, on the Anglo-Vernacular side, were the Scotch Mission School, Gujrát, with 93·4 per cent., the Municipal Board Schools at Abbottabad and Nakodar, with 90 per cent. each, the Ludhiána and Chiníot Municipal Board Schools, with 86 per cent. each, the Jullundur and Chakwál Municipal Board Schools, with 80 per cent. each, and the Rewárí Municipal Board School, the Mission Schools at Ludhiána, Umballa City, and Dera Isma'íl Khán, the Aitchison School, Lahore, the Municipal Board Schools at Bhiwání, Umballa, Hazro, and Hoshiárpur, the Muhammadan Anglo-Oriental School, Amritsar, the Victor School, Jullundur Cantonment, the Bijwára Aided School, the Jagádhrí Municipal Board School, the District Board School at Sagrí, and the Municipal Board Schools at Ráwalpindi and Tánda, with from 70 to 80 per cent. The Tánda School distinguished itself by heading the list and taking one more of the first twenty places. The Municipal Board Schools at Amritsar and Jámke, and the Umballa City Mission School, also took two each of the first twenty places. On the Vernacular side, the Rámnagar School passed the greatest number of candidates, with the Kunjah, Moga, Sankhatra, Sarái Siddhú, Ráikot, Murinda, Sodhra, Zíra, and Badhána Schools coming close behind. Eighteen schools passed all their candidates; and twenty-one others passed over 80 per cent. The Kuláchí School took two of the first twenty places on the list, including the highest place; and the Kharor, Moga, Pindí Bhattián, and Murinda Schools also secured two such places each.

Calcutta Entrance Examination.

92. Several schools still send up candidates to the Entrance Examination of the Calcutta University; and the following statement compares the figures of the past year with those of 1889-90:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools	1894-95 ...	14	10	71·4
	1889-90 ...	73	34	46·6
	Increase ...	...	...	24·8
	Decrease ...	59	24	...
Aided Schools	1894-95 ...	20	6	30·0
	1889-90 ...	69	28	40·6
	Increase ...	...	...	...
	Decrease ...	49	22	10·6
Unaided Schools	1894-95 ...	1	1	100·0
	1889-90 ...	18	12	66·6
	Increase ...	...	...	33·4
	Decrease ...	17	11	...
Total	1894-95 ...	35	17	48·5
	1889-90 ...	160	74	46·2
	Increase ...	...	...	2·3
	Decrease ...	125	57	...

The number of candidates has decreased from 160 to 35, and the number of passes from 74 to 17. The general result for the past year, with 48·5 per cent. of passes, is a little better than it was five years ago; for the Government and Board Schools by themselves, it is much better. But the desire to appear in this examination, as shown by the numbers now returned, is gradually declining; and this is not a matter for regret, as anything like a double test tends to divide and weaken the efforts of the scholars.

Boarding Houses.

93. It is a standing regulation that, as far as possible, a Boarding House should be attached to every Secondary School; and so the matter of Boarding Houses comes to be considered in this place. In the last quinquennial report, it was said that great progress had been made in the extension and improvement of the Boarding House system; and I have now to state that, speaking generally, the advance for the last five years has been equally satisfactory. In the Delhi Circle, there has been less progress in this respect than in other parts of the Province; but the Inspector notes improvements in several Districts, with the provision at Rewárí and Berí of Boarding Houses from private liberality, and concludes: "In no case, however, has there been any slackness of supervision reported, the superintendence being everywhere efficient and reliable, and, no doubt, tending to discipline the habits of the inmates." In the Jullundur Circle, it is said that there is now no place, in any District, where, as regards schools under Local Bodies, the provision of a Boarding House was necessary, and has not been made. In some cases the accommodation is not all that it might be, and, notably in the Kángra District, the supply of the simple necessary furniture is insufficient; but the internal management is generally good. Regarding the Lahore Circle, the Inspector says: "In 1889-90, many of the Secondary Schools had no Boarding Houses attached to them: now almost all of them have been provided with such accommodation." In some places, the provision is not yet quite satisfactory, and, especially in the Amritsar District, the arrangements for internal management are incomplete; but, on the whole, there has been much improvement in all respects. In the Ráwalpindi Circle, the provision of Boarding Houses, except in the Pesháwar, Kohát, and Jhelum Districts, is now fairly satisfactory, although the kind of accommodation is not always suitable. Comparing the present state of things with that of 1889-90, the Inspector considers that, with some retrogression in the Pesháwar and Jhelum Districts in this respect, "there has been considerable progress in the supply of Boarding Houses" in the other parts of the Circle, during the period. In the Deraját Circle, most of the Secondary Schools have been supplied with Boarding Houses; although three—one in each of the Mooltan, Muzaffargarh, and Dera Ghází Khán Districts—which were destroyed by the floods of 1892, have not yet been rebuilt. "Generally speaking," says the Inspector "these institutions are gradually gaining in popularity, are provided with the necessary articles of furniture, and are well managed."

Objects of the Boarding House system.

94. By the Boarding House system, not only is an education above the elements rendered possible for all who may desire this; but a new means is thereby afforded of influencing the characters of the boys, which, I am glad to report, receives year by year increasing attention. The need of awakening good-fellowship among the different castes and classes of the scholars is now also forcing itself upon the schools as a special object of concern; and, from the following extract from the Jullundur Inspector's report, we may hope that—if the teachers would realise that

Chap. IV, A, 95.
Secondary Schools.

sectarian or class feeling on their part is incompatible with their profession—this object also may, in some degree, be attained :—"It is admitted, on all hands, that the system of Boarding Houses is one of the most important and successful features of the Punjab schools. This is, I think, due to the combination of a number of circumstances and causes, not the least of which is probably the fact, that there is less of caste prejudice among the Hindús of this frontier Province than would seem to be the case in other parts of India. Even in Kángra, one of the least advanced Districts, the boys of different castes can, under efficient and judicious supervision, be made to live as fellow boarders in great harmony together."

Advance of English compared with Vernacular education.

95. From the table at the beginning of this Chapter, it will be observed that the rise of 38 Secondary Schools during the quinquennium was made out of an increase of 40 Anglo-Vernacular and a decrease of 2 Vernacular Schools. Corresponding with the rise in the number of Anglo-Vernacular Schools, there was an advance of 7,781 in the number of scholars, against an increase of only 194 scholars in the Vernacular Schools. In the Entrance Examination, whilst the number of Anglo-Vernacular candidates increased by 391, there was a decline from 19 to 3 in the Vernacular candidates; and in the Middle School Examination, the proportion of Anglo-Vernacular candidates, including those who took up English only, was as 2,780-1,287. From these facts, it is evident that, if Vernacular education is about as it was five years ago, the desire of the people for an English education has increased greatly. There is everywhere a desire to have English added to the course of instruction in Vernacular Middle Schools, with a readiness to subscribe towards the object, which shows the genuineness of the desire. Thirty of the additional schools were Aided or Unaided—twenty-three being of the latter class; and this is further evidence of what the demand is. Some of the new schools, it has to be said, are not efficient, and have given a good deal of anxiety as regards discipline; but these, as not likely to satisfy the requirements when tested by the public examinations, will soon have to give place to something better. The comparatively high fees prescribed for Board and Aided Schools are said to be the ground of the rush to any new school with lower rates.

SECTION B.—PRIMARY SCHOOLS.

Primary Schools. Statistics.

96. The following table gives the statistics of Primary Schools for Native Boys for the past year and for 1889-90:—

		Number of Schools.	Number of Scholars.			Number of agriculturists.
			Upper Primary Stage.	Lower Primary Stage.	Total.	
Government and Board Schools	1894-95	1,698	12,765	65,473	78,238	41,869
	1889-90	1,602	12,138	67,902	80,040	46,065
	Increase	96	627	...	...	...
	Decrease	...	...	2,429	1,802	4,196
Aided Schools	1894-95	660	1,860	24,541	26,401	4,273
	1889-90	65	346	3,804	4,150	529
	Increase	595	1,514	20,737	22,251	3,744
	Decrease	...	...	...	...	...
Unaided Schools	1894-95	85	280	3,424	3,704	763
	1889-90	6	76	378	454	16
	Increase	79	204	3,046	3,250	747
	Decrease	...	...	...	...	...
Total	1894-95	2,443	14,905	93,438	108,343	46,905
	1889-90	1,673	12,560	72,084	84,644	46,610
	Increase	770	2,345	21,354	23,699	295
	Decrease	...	...	...	...	...
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1894-95	...	27,835	117,332	145,167	55,909
	1889-90	...	23,436	93,162	116,598	53,655
	Increase	...	4,399	24,170	28,569	2,254
	Decrease	...	...	...	...	...
Zamíndárí Schools included in the above.	1894-95	194	1,089	5,230	6,319	4,268
	1889-90	172	409	5,583	5,992	4,155
	Increase	22	680	...	327	113
	Decrease	...	...	353	..	...

Number of schools and scholars.

97. The number of schools has increased during the quinquennium from 1,673 to 2,443, or by 46 per cent., and the number of scholars from 84,644 to 108,343, or by 28 per cent. This rather striking rise both in schools and scholars is to a great extent nominal, on account of the transfer, this year for the first time, of 665 schools, with 25,074 scholars, which have hitherto been returned as Private Schools, to the head of Public Schools. These schools, being all of the Primary grade, come under this Section. They conform to special prescribed standards, are examined by the Department, and receive, most of them, grants-in-aid; and it is in entire accordance with the definition of a Public School, as well as in conformity with the practice in other Provinces, that they should be returned in this place. The transfer will, of course, affect correspondingly the return of Private Schools in Chapter VIII of this report. Independently of this transfer, there was an increase during the five years of 105 Primary Schools and of 3,495 scholars; but this is hardly a measure of the progress made, as the system of giving aid to the hitherto called Indigenous and other Elementary Schools has made that the special direction of new efforts as regards Primary education, and has even encouraged an encroachment of the new schools on the old. The increase of 96 Board Schools, attended by a fall of 1,802 in the number of scholars, is owing to the encroachment referred to, and to the strict observance of the rules regarding fees. The increase all round in the Aided and Unaided Schools is owing to the transfer already explained. The increase of only 2,254 in the number of agriculturist scholars is not in proportion to the general rise; but of late years special pains have been taken to distinguish correctly between those who are really agriculturists and non-agriculturists, which has greatly affected the returns of the former. If the

Chap. IV, B, 98. Primary Schools.

attendance on the Primary Departments of Secondary Schools be added to the figures now considered, it will be found that the whole number of scholars at the Primary stage of instruction is now 145,167, or 28,569 more than in 1889-90. If the number attending the Indigenous Schools in receipt of grants five years ago, or 11,696 scholars, be credited to that year, there is yet a *net* increase of 16,873 in favour of the present returns, or over 13 per cent.

Expenditure.

98. The statement below compares the expenditure from different sources on Primary Schools for Native Boys for the past year with that for 1889-90 :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1894-95 ...	4,019	2,94,323	34,012	45,781	784	3,78,919
	1889-90 ...	4,330	2,61,121	34,730	37,329	1,661	3,39,171
	Increase ...	...	33,202	...	8,452	...	39,748
	Decrease ...	311	...	718	...	877	...
Aided Schools ...	1894-95 ...	3,810	32,037	7,572	9,808	14,790	68,017
	1889-90 ...	5,166	180	1,261	5,429	13,077	25,113
	Increase ...	...	31,857	6,311	4,379	1,713	42,904
	Decrease ...	1,356	...	...	...	...	...
Unaided Schools ...	1894-95 ...	40	...	...	3,966	5,307	9,313
	1889-90 ...	...	...	...	584	1,452	2,036
	Increase ...	40	...	...	3,382	3,855	7,277
	Decrease ...	...	...	...	...	...	...
Total ...	1894-95 ...	7,869	3,26,360	41,584	59,555	20,881	4,56,249
	1889-90 ...	9,496	2,61,301	35,991	43,342	16,190	3,66,320
	Increase ...	...	65,059	5,593	16,213	4,691	89,929
	Decrease ...	1,627	...	...	...	...	...
Scholarships ...	1894-95 ...	...	181	...	...	243	424
	1889-90 ...	...	431	329	...	54	814
	Increase ..	...	...	...	...	189	...
	Decrease ...	...	250	329	...	...	390

The total expenditure is now Rs. 4,56,249, or Rs. 89,929 more than it was five years ago. The increase, which extends proportionately to all the classes of schools, was mostly on account of the additional 770 schools, improvement in the staff and the supply of furniture and appliances being also causes in the case of the Government and Board Schools. The bulk of the increase falls on District Funds, as Primary Schools are mostly within the jurisdiction of District Boards; and the increase from this source of Rs. 65,059 shows that a good deal has been done for Village Schools during the last five years. The decreased cost to Municipal Funds does not indicate a special concern for Primary education. Of the total expenditure, a little over 71 per cent. is met from District Funds; 9 per cent. from Municipal Funds; less than 2 per cent., from Provincial Revenues; and the remainder, or about 18 per cent., from Fees and Private Sources. The average annual cost, per scholar, in these schools, calculated on the average monthly roll number, is more than Rs. 4-6; in Government and Board Schools, it is about Rs. 5; in Aided Schools, it is Rs. 2-11; and in Unaided Schools, as returned, Rs. 2-13.

Fees.

99. The income from Fees shows an increase of Rs. 16,213, and now stands at Rs. 59,555, or 13 per cent. of the total expenditure, compared with 44·6 per cent. in the Secondary Schools. The rates of fees for Primary Schools are small, namely, from *one* to *five* annas a month; a large fraction of the scholars, being agriculturists, are exempt; and much expansion in this direction was hardly to be expected. But the rules for the levy of fees are

now getting to be more strictly applied; the distinction between agriculturists and non-agriculturists, as already observed, is more carefully made; the special rates sanctioned for backward Districts are gradually being raised; and, for these reasons, the increase has been greater than it would have been merely on account of the enhanced numbers. The complaint is still urged, in some quarters, that the levy of the small fees prescribed is retarding the progress of elementary education; and the recent raising of the fees to the normal in the Kángra District is said to have affected the attendance in many schools. The average fee, per head, paid by non-agriculturist scholars in Government and Board Primary Schools, is about Re. 1-6 a year; in Aided Schools it is less than 8 annas; and in Unaided Schools less than 2 annas; but, in the last two cases, payments in kind are also made to some extent.

Scholarships.

100. In Boys' Schools, scholarships are not awarded at the Primary stage; and the return of expenditure under this head is gradually disappearing. The amount paid from District Funds during the past year was on account of stipends paid in the Kángra and Dera Ismá'íl Khán Districts to enable selected hill boys to attend schools away from their homes. The amount paid from Other Sources was on account of maintenance allowances given to Christian scholars attending a Branch of the Mission School at Gujránwála.

Examination results.

101. The following table gives the results of the Upper and Lower Primary Examinations for both the Primary Schools proper, and the Primary Departments of Secondary Schools:—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
UPPER PRIMARY EXAMINATION.						
Government and Board Schools...	1894-95 ...	9,052	6,661	73·6	947	768
	1889-90 ...	8,748	6,455	73·7	526	458
	Increase...	304	206	...	421	310
	Decrease ...	...	...	·1	...	...
Aided Schools	1894-95 ...	1,132	738	65·2	372	303
	1889-90 ...	1,154	821	71·1	212	161
	Increase...	...	...	...	160	142
	Decrease ...	22	83	5·9	...	...
Unaided Schools	1894-95 ...	224	126	56·2	35	28
	1889-90 ...	64	38	59·3	8	7
	Increase...	160	88	...	27	21
	Decrease ...	...	...	3·1	...	...
Total ...	1894-95 ...	10,408	7,525	72·3	1,354	1,099
	1889-90 ...	9,966	7,314	73·4	746	626
	Increase...	442	211	...	608	473
	Decrease ...	...	...	1·1	...	...
LOWER PRIMARY EXAMINATION.						
Government and Board Schools...	1894-95 ...	14,247	10,616	74·5	...	...
	1889-90 ...	13,826	10,362	74·9	...	...
	Increase...	421	254	...	...	...
	Decrease ...	...	...	·4	...	...
Aided Schools	1894-95 ...	1,692	1,138	67·2	...	...
	1889-90 ...	1,297	936	72·2	...	...
	Increase...	395	202	...	...	...
	Decrease ...	...	...	5·0	...	...
Unaided Schools	1894-95 ...	325	199	61·2	...	...
	1889-90 ...	93	47	50·5	...	...
	Increase...	232	152	10·7	...	...
	Decrease ...	...	...	...	...	...
Total ...	1894-95 ...	16,264	11,953	73·4	...	...
	1889-90 ...	15,216	11,345	74·6	...	...
	Increase...	1,048	608	...	...	...
	Decrease ...	...	...	1·2	...	...

* Exclusive of those who took up English only.

Chapter IV, B, 102.

Primary Schools.

Upper Primary Examination.

102. In the Upper Primary Examination, the number of candidates last year was 10,408, of whom 7,525 passed, or 72·3 per cent., compared with 7,314 out of 9,966, or 73·4 per cent., in 1889-90. Besides these, 1,099 out of 1,354, or 81 per cent., passed in English only. The percentage of successes is highest in the Government and Board Schools, with the Aided Schools following first, and then the Unaided Schools, at a considerable interval in each case. The highest percentage of passes was in the Deraját Circle; the lowest, in the Ráwalpindi Circle. The Jullundur Circle contributed most to the increased number of passes.

Lower Primary Examination.

103. In the Lower Primary Examination, out of 16,264 candidates, 11,953 passed, or 73·4 per cent., against 11,345 out of 15,216, or 74·6 per cent. five years ago. In this case also, the results are highest for the Government and Board Schools, but favourable also for the Aided and Unaided Schools, with an average of 67 and 61 per cent. of passes, respectively. The highest percentage of passes was again in the Deraját Circle, and the lowest in the Ráwalpindi Circle, implying, probably, a difference in the standards applied. The Jullundur Circle contributed most to the increased number of passes in this examination also; whilst the Lahore Circle showed a considerable decline. The proportion of passes in both examinations is strikingly uniform for the several Circles, which bears testimony, I think, to the care with which these examinations are conducted. It may be as well to explain here, to account for the small increase in the number of candidates and passes, compared with the rise in the number of scholars, that the schools transferred from the list of Private Schools to the category of Public Primary Schools were examined by the special simpler standards prescribed for these, the results of which will be noticed in Chapter VIII.

Zamíndárí Schools.

104. From the table at the beginning of this Section, it will be seen that the number of Zamíndárí Schools is now 194, with 6,319 scholars, compared with 172 schools and 5,992 scholars in 1889-90. But this does not, by itself, quite represent the state of the case. These schools, which are intended to meet the special wants of the agricultural classes, were opened in 1886-87 on lines which did not prove successful. In 1889-90, they were reorganized on new lines, which include mainly elementary instruction in Reading and Writing in such character as might be desired by the people, the teaching of Arithmetic by indigenous methods, including the simplest form of Baniyas' Accounts, and what has been called the half-time system, or attendance during only one school meeting a day, either in the morning or evening, the schools being closed altogether during the times of harvest; and Government officials were directed to encourage the scheme by every means in their power. The result of this was that a good deal of progress was, at first, made; and in 1891, 219 schools, with 6,920 scholars, were returned. This was the highest point touched; and since then there has been a slow but steady decline down to the figures now returned. There is, it is said, a growing dislike to these schools on the part of the people, which is evinced most clearly in their rejection of the parts of the system supposed to be most adapted to their requirements. "The attitude of the people towards these schools," writes the Jullundur Inspector, "continues to be most unfavourable; and it appears to begin to be so as soon as they become aware that the boys after passing the Fifth, or highest, Standard, are unable to obtain admission to the Middle Department of a Board or Aided School. The cry against them, however, is greatly discouraged by the District

Chapter IV, B, 105.

Primary Schools.

Inspectors and other officers of the Department; and this is the reason why applications for their conversion into ordinary Primary Schools are less numerous than they otherwise would be. I concur with my predecessor in the opinion that the time has come when the wishes of the people in regard to these schools should be acceded to." The Delhi Inspector only briefly remarks that the tentative trial given to these schools should be put an end to. I still doubt this. There may be sufficient grounds for a further consideration of the matter; but, with an increase in the Ráwalpindi Circle of 15 schools—one being an Aided and another an Unaided School—and of 448 scholars, and with a fall from the maximum reached of only 25 schools, I do not think that the scheme as yet stands fully condemned. That the people should prefer the ordinary schools, because these lead to something beyond the hereditary occupations, does not quite condemn them, seeing that one of the objects of the schools was to counteract this too prevalent wish.

Distribution of the schools and scholars, &c.

105. The Zamíndárí Schools, as at present returned, are distributed over the Inspectional Circles, thus:—In the Delhi Circle, 60 schools and 1,355 scholars, or an increase of 7 schools and 27 scholars since 1889-90; in the Ráwalpindi Circle, 43 schools and 1,840 scholars, or an increase of 15 and 448, respectively; in the Lahore Circle, 40 schools and 1,302 scholars, or a decrease of 3 schools, and an increase of 13 scholars; in the Jullundur Circle, 31 schools and 1,084 scholars, or a rise of 2 and 58, respectively; and in the Deraját Circle, 22 schools and 738 scholars, or a rise of 3 of the former and 77 of the latter. The special rules laid down for the schools are not yet fully carried out; but their condition is, on the whole, favourably reported on. Altogether, 4,207 candidates appeared for examination in the various standards, and 3,416 passed, or 81 per cent., which is admitted by all the Inspectors to be evidence of very considerable instructional improvement.

Gurmukhí Schools or Classes.

106. In 1889-90, in consequence of a strongly supported representation in favour of the introduction of the Punjábí language into the schools, Local Bodies were empowered to establish Branch Schools or Classes, for instruction in Gurmukhí, in connection with the ordinary Board Schools, where a desire for such schools or classes might be shown, with the following result for the quinquennium. There are now 22 classes of this description in the Province—13 in the Jullundur Circle, with 288 scholars, and 9 in the Lahore Circle, with 293 scholars, or 581 scholars in all. The Hoshiárpur District has the best attendance, the Ferozepore District, from which the proposal emanated, with 6 classes and only 96 scholars, comparatively the worst. There is no evidence that these classes are popular; and it appears that the attendance is maintained mostly through the influence of the teachers, and not from any wish, on the part of the people, to obtain this particular kind of instruction.

SECTION C.—GENERAL QUESTIONS.

Character of the instruction imparted in the schools.

107. It is generally admitted by the Inspecting Officers that, during the last five years, special attention has been given to the methods of instruction employed in the schools, and that, on this account, and especially because of the yearly increasing number of trained teachers, the character of the instruction has improved very considerably. There is still an inclination to scamp subjects that happen to be optional in the public examinations, notwithstanding their importance as part of a scheme of general education, and our examination system is said to encourage "cram" rather than a cultivation of the powers; but,

Chapter IV, C. 108.
General Questions.

even in these respects, there is said to be less deficiency than formerly. Mr. Harvey, speaking for the Delhi Circle, says that the teaching of English, including English handwriting, has greatly improved, especially in Board Schools; and as to other subjects, he remarks: "The study of Persian, which had fallen into abeyance, has greatly improved lately, while instruction in Physical Science, and in the demonstration of Mathematics, has been everywhere good, and shows great progress." The Lahore Inspector (Mr. Cope) refers to numerous defects, which still continue to exist, but admits that English, Urdú Reading, Science, and Mathematics show signs of improvement. Lála Ságar Chand, who last year saw little hope of the defects, which had existed for years, being even partially overcome, noticed some improvement in Reading and Writing during the past year in certain Districts, but elsewhere little change was perceptible. The Deraját Inspector says: "Tangible improvement has taken place in the teaching of the elements of Reading, Writing, and Arithmetic in all kinds of schools." And again: "The employment of trained teachers has been productive of much good both in improving the quality of the instruction, and the discipline of the schools." Things are still far from being what they ought to be; but there is plainly a steady movement forwards, which, with more trained teachers, and the vigilance of Inspecting Officers, will bring about the removal of most of the defects that have still, year after year, to be pointed out. Last year I referred to what seemed to me to be the chief duty of District Inspectors in this respect; and in the reports of the Inspectors now before me, I am presented with a peculiar commentary on the hope then expressed. Some time ago, I issued a scheme of Object Lessons for Primary Schools, and explained that these lessons were not to be taught in one way but in another, and that care was to be exercised in seeing to this. Several of the Inspectors now report that the method the teachers were warned to avoid is that which has been generally adopted; and it seems to me that, with more circumspection on the part of the supervising officers concerned, this might have been prevented.

Conduct and discipline.

108. The general behaviour of the scholars has continued satisfactory. As a rule, they are regular in attendance, punctual, orderly, obedient, and diligent. In some parts, a want of cleanliness both in skins and tongues is noticed by the Inspectors, as well as attempts to use unfair means in the examinations, aided and abetted occasionally by the teachers; but this does not detract very much from the generally favourable impression. As to manners, this is on the whole favourably reported on, the instances of forwardness or conceit observed by Inspecting Officers being very few. The Delhi Inspector considers that the moral condition of the school-boy has improved. He, however, adds: "But the chances against the Indian boy's character being moulded in school are so great, owing to external influences, that it is safe not to say very much on this point." Discipline also is said to be well maintained in the schools on the whole, though in the larger towns, the establishment of schools, which do not observe even the simplest proprieties with regard to other schools, continues to have a disturbing effect. The Ráwalpindi Inspector refers to certain irregularities in the routine business of the schools which he had to deal with during the past year, and concludes that, compared with 1889-90, there seems to have been neither improvement nor deterioration in respect of the subjects now being considered. Maulaví Muhammad Yasaf 'Alí Khán, the Deraját Inspector, thinks that, without doubt, "a great improvement has been effected in the tone and discipline of the schools

generally since 1889-90;" and the Jullundur Inspector, Bábú Harí Singh, concludes his remarks on the subject in these words: "The system of Boarding Houses, of Physical Training, of the keeping of Good-Conduct Registers, of the appointment of Monitors to keep order in the class-rooms, and the observance of the Inter-School Rules, are all at work to raise the moral tone of our schools."

Moral training.

109. In the matter of moral training, the teacher, after the home, is the chief agent; and there are not wanting instances, both in Vernacular and Anglo-Vernacular Schools, of Masters who exercise a strong personal influence for good over their pupils. It will take a long time before anything like this becomes common in the Village Schools; but the sense of the need of it, and of its being a chief part of every teacher's duty, is being awakened; and I think I may say that as much as can be done in this direction in the circumstances is being done in the Punjab. There are also the influences referred to at the end of the last paragraph, which, along with the rubbing and contact on the play-ground, when properly directed and controlled as required in Government and Board Schools, cannot fail to have a beneficial effect. The class Readers, both Vernacular and English, are also framed so as to inculcate simple moral lessons; and the special Moral Reader, which was prepared and adopted for Anglo-Vernacular High Schools just five years ago, is said to be doing good. On this Mr. Cope remarks: "I believe that some of our best teachers avail themselves of opportunities to speak on moral subjects afforded by lessons contained in the text-books. The practice of committing to memory and reciting a few of the Urdú poems given at the end of the First and Second Urdú Readers has been introduced. In this way, the children will learn a few good and chaste songs in place of the meaningless and often objectionable ballads that are now sung by them." In some Aided and Unaided Schools, and in all Mission Schools, moral instruction is combined with religion; and this is generally thought to be the most effective mode of moral uplifting.

Physical training.

110. The last five years have been conspicuous for the great advance made in physical training. At the beginning of the period, rules were framed bearing on the subject, and courses laid down for different kinds of schools and departments, with the result that the matter was taken everywhere more thoroughly in hand, and that now, at the end of the quinquennium, instructors and apparatus have been very generally supplied, the prescribed courses have been introduced, games and tournaments have become popular, and both the form and spirit of the play-ground are better than they were. A good deal still remains to be done, especially as regards the Village Schools; but the progress all round has been gratifying. Regarding the Delhi Circle, Mr. Harvey records a very general advance, but notices some laxity, from want of constant control, on the part of itinerant instructors, and the existence of ill-feeling in connection with some of the events at the annual tournament. This is a spirit which should unfit a team for admission to a tournament, and for which the school authorities should be held responsible. The Jullundur Circle is, in all respects, well advanced, except as regards an annual tournament, which has not yet been organized. In the Lahore Circle, much improvement is said to have taken place. "All the Districts except one, *viz.*, Montgomery, have two itinerant Gymnastic Instructors, who visit schools in the mufasil; every High School in the Circle has such a master attached to it; the Courses of Physical Training prescribed by the Department are now systematically gone through; and the Drill of the schools is full

Chapter IV, C. 111. General Questions.

of promise." The Ráwalpindi Circle, except in the frontier Districts, is well abreast of the other Circles in this respect, and in a few Districts is probably ahead of the rest of the Province; and the laying down by the Inspector, which was done last year, of rules regulating the tours of itinerant Gymnastic Instructors is a plan well worthy of imitation elsewhere. Lála Ságar Chand summarises the progress made during the last five years, thus: "Five years ago only four Districts had one Instructor each; now, with the exception of Kohát, there is no District without an Instructor, and three have an Instructor to each Tahsíl. Besides, twelve Secondary Schools, Board, and Aided, have Instructors of their own, and eight schools have three between them; so that altogether 31 Instructors are now employed, against 8 or 9 formerly. Great advance has been made in the supply of apparatus for physical training; rules have been laid down regulating the tours of Instructors; quarterly competitions have been introduced in most Districts; and the Registers required have begun to be kept in most of the schools concerned." In the Deraját Circle five years ago, there were no Gymnastic Instructors; whereas now "every District is provided with an Itinerant Instructor, and several big schools have their own Gymnastic Teachers, who devote their whole time to them. All the Secondary Schools and a great many Primary Schools are supplied with the necessary gymnastic appliances, and play-grounds are attached to most of them." The annual Sports Tournaments have become important events in the educational calendar, and bid fair to put in the shade most other *melas*. In the Lahore Circle Tournament, the Alexander Belt was won by the Municipal Board School, Amritsar; the Maconachie Shield, in the Delhi Circle, was won by the Municipal Board School, Delhi; the Champion Shield of the Ráwalpindi Circle, with the Udny Medal, was again carried off by the Scotch Mission School, Gujrát; and the Maconachie Shield, in the Deraját Circle, was won by the Municipal Board School, Mooltan. Local Bodies continue to contribute liberally to the support of these tournaments; and for this I desire again to express my acknowledgments.

School buildings.

111. As I have had occasion to remark in previous reports, the want of suitable accommodation is, in some degree, an obstacle to the advance of education in the Province; and the last five years have not seen very much done to remove this defect. The fact is that most Districts have fallen behind in this respect; and it is only by doing something considerable every year for a number of years to come—which a few Districts have begun to do—that the place lost in this matter can be overtaken. There is not merely the need of buildings for long established schools yet unhoused, but also of increased accommodation for schools that are growing; and where repairs are neglected, it does not take long before entirely new houses are required. The Delhi Inspector reports the provision during the last half decade of a few suitable Secondary School buildings; but not much was done for the Primary Schools; and, in the Gurgáon District, these are said to be in a state of dilapidation, more or less everywhere. The Delhi Municipal Committee have had the means available for suitable accommodation for the Primary classes for nearly twenty years; but nothing practical has yet been done. In the Jullundur Circle, the Ludhiána and Jullundur Districts are said to be worst off in this respect; and the Head-Quarters' School at Jullundur is, next to Pesháwar, the worst accommodated High School in the Province, although there is now hope of this being remedied. In the Lahore Circle, there is most deficiency in the Amritsar, Montgomery, and Jhang

Districts; and Mr. Cope notices two fatal cases of heat apoplexy in the High School at Jhang, said to have been due to several classes, from the want of accommodation, having to sit out in the sun. The Pesháwar District of the Ráwalpindi Circle is the most deficient in suitable school buildings; and the house at present rented for the Pesháwar Municipal Board School is absolutely unsuited to the purpose. In the Deraját Circle, the provision of accommodation, except in the Muzaffargarh and Bannú Districts, is generally satisfactory.

Furniture and appliances.

112. If less attention was given to the matter of school buildings during the last five years than might have been desired, the same cannot be said of the necessary furniture and appliances. Everywhere a good deal of attention seems to have been given to this; and, with the exception of Science apparatus for Secondary Schools occasionally, and of the apparatus necessary to teach Mensuration practically in the Primary Schools, the schools generally are fairly well off in this respect. In Anglo-Vernacular Schools, the provision of suitable desks for the Writing lessons wants more attention than has hitherto been given to it; and the efforts now being made to improve the hand-writing have brought the importance of this to light. Except in the Delhi Circle, the Libraries in connection with the Municipal Board Schools seem to be fairly well kept up; but, in most cases, it is not clear that they are much used by the scholars. It is even doubtful whether they are used by the Masters. The Managers of Schools are expected to set apart a room—a class room if no other is available—as a Reading Room out of school hours; but how far this is carried out in all the Circles is not stated. In the Ráwalpindi Circle, it remains a dead letter. I note here, with regret, that the apparatus supplied by the Punjab Science Institute has much deteriorated, and that, unless *sound* instruments, however imperfect in finish, can be produced, the schools will have again to look to the English market in this matter.

General progress.

113. The general progress for the quinquennium may be said to have been, on the whole, very satisfactory. The number of schools and scholars, especially on the side of Indigenous and other Elementary Schools brought under the influence of the Department, have much increased; the character of the instruction has improved; the tone and discipline of the schools are better than they were, with more hopefulness in this direction in the future; physical training has everywhere made a great stride; the outward wants of the schools, except in some degree in the matter of accommodation, have received a good deal of attention; the amount paid in fees, representing the share of the cost borne by the recipients, has risen very considerably; and public enterprise in the cause of education has greatly increased. The period has been one of consolidation as well as growth; and the measures adopted for improving the schemes of study and discipline have generally been highly beneficial. The relations of the different kinds of institutions to each other, and to the cause which each desires to serve, have been placed on a better footing; and, although, as already observed, some of the new growths do a great deal of harm to the older schools and to discipline, without any corresponding good, the outlook at the present time is mostly hopeful.

SECTION D.—EDUCATION IN NATIVE STATES.

Statistical table.

114. The following table gives a summary of the educational statistics of Native States for the past year, which, I am glad to note, are more complete than has been the case for some years past:—

Chapter IV, D. 115.

Education in Native States.

	Patiála.	Baháwalpur.	Kapurthala.	Jínd.	Nábha.	Farídkot.	Máler Kotla.	Total.
Arts Colleges	1	1	...	...	1	...	...	3
Secondary Public Schools. { Anglo-Vernacular ...	12	7	3	3	4	...	1	30
{ Vernacular	8	1	2	1	...	1	...	13
Primary Public Schools	87	35	30	9	7	1	3	172
Special Schools	1	6	...	...	...	...	...	7
Scholars in Arts Colleges	115	45	...	...	4	...	...	164
Scholars in Secondary Public Schools. { Anglo-Vernacular ...	1,972	748	779	362	126	...	250	4,237
{ Vernacular	657	24	120	116	...	2	...	919
Scholars in Primary Public Schools ...	3,440	1,151	1,179	350	453	60	85	6,709
Scholars in Special Schools	13	109	...	...	...	...	...	122
Indigenous Schools { Advanced	23	73	...	...	...	2	2	100
{ Elementary	94	353	141	13	15	...	14	630
Indigenous Scholars. { Advanced	293	371	...	...	...	62	48	774
{ Elementary	1,339	2,355	1,687	232	307	...	392	6,312
Scholars in all Colleges and Schools ...	7,829	4,803	3,756	1,060	890	124	775	19,237
Scholars learning English	1,079	401	393	154	258	62	201	2,548
Number of boys on the Rolls...	7,424	4,378	3,661	1,054	885	124	693	18,219
Number of girls on the Rolls...	405	425	95	6	5	...	82	1,018
Total male population ...	871,467	355,153	163,373	155,948	155,825	63,009	40,746	1,806,421
Males per scholar in Public Colleges and Schools	140	171	78	188	267	1,030	121	148
Males per scholar in all Schools	111	73	43	147	175	515	52	93

Number and distribution of institutions and scholars.

115. Three Arts Colleges are this year returned—at Patiála, Baháwalpur, and Nábha, the last having been recently opened, with an aggregate attendance of 164 students, against 98 five years ago. Of Public Schools, the table gives 43 Secondary Schools—30 Anglo-Vernacular, and 13 Vernacular, with 5,156 scholars; and 179 Primary and Special Schools, with 6,831 scholars; or, altogether, 11,987 in attendance on Public Schools, compared with 9,593 in 1889-90. The Private Schools are now returned as 730 in all, with 7,086 scholars. In all kinds of institutions, Public and Private, there are now 19,237 under instruction, including 1,018 girls. As the returns of Private Schools in 1889-90 were imperfect, no comparison can be made between the general total of that year and the present. Of the present total, Patiála contributes 7,424 boys and 405 girls; Baháwalpur, 4,378 boys and 425 girls; Kapurthala, 3,661 boys and 95 girls; Jínd, 1,054 boys and 6 girls; Nábha, 885 boys and 5 girls; Máler Kotla, 693 boys and 82 girls; and Farídkot, 124 boys. The Kapurthala and Máler Kotla States are comparatively the most forward educationally; Farídkot is by far the most backward.

Examination results.

116. The statement below gives the results of the University Examinations for all the States which contributed candidates:—

	Patiála.	Baháwalpur.	Jínd.	Kapurthala.	Nábha.	Jammú.	Chamba.	Máler Kotla.	Náhan.	Total.
Bachelor of Arts ... ... { Candidates ...	8	7	...	...	...	...	...	...	...	15
{ Passes ...	2	1	...	...	...	...	...	...	...	3
Intermediate ... ... { Candidates ...	17	11	1	...	4	9	...	...	...	42
{ Passes ...	10	3	...	...	2	4	...	...	...	19
Entrance ... ... { Candidates ...	29	16	4	21	8	22	...	5	7	112
{ Passes ...	17	10	3	11	2	11	...	...	1	55
Anglo-Vernacular Middle School Examination. { Candidates ...	69	35	13	62	27	56	10	14	17	303
{ Passes ...	29	17	2	30	13	17	3	4	5	120
Vernacular Middle School Examination. { Candidates ...	29	7	4	46	...	26	...	...	1	113
{ Passes ...	10	2	3	18	...	15	...	...	...	48

In the B. A. Examination, there were 3 passes—2 from Patiála and 1 from Baháwalpur—out of 15 candidates; 19 out of 42 candidates passed the Intermediate Examination; 55 out of 112 passed the Entrance Examination; and 168 out of 416 passed the Middle School Examination. The number of candidates and passes in all the examinations is much larger than it was five years ago; but the general average of successes has declined from 63 to 42 per cent.

Chapter V, A, 117.

Training Institutions for Teachers.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—The Central Training College.

	Paras.
Organization and staff ...	117—118
Composition of the classes ...	119
Expenditure	120
Certificate Examinations	121—122
Conduct of the students	123
Physical training	124
Boarding House	125
Model School	126
Work commended	127

II.—Normal Schools.

Statistics	128
Number of schools and scholars ...	129
Expenditure	130
Certificate Examinations ...	131
Practical training	132
General condition of the schools	133

III.—Training of Female Teachers.

Provision of Female Teachers	134
Normal Classes and Certificate Examinations	135

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

The Medical School	136
The Veterinary School	137—138
The Law School	139—140
The Mayo School of Art, Lahore	141—147
Industrial Schools	148—154

Under the head of Schools for Special Education are included—(1) Training Institutions for Teachers, and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Organization.

117. The report of the Principal on the Central Training College, Lahore, is given as Appendix J. This institution is for the training, in the science and practice of teaching, of English Teachers, and also of Vernacular Teachers for Secondary Schools. It has three classes: a *Senior English Class*, training teachers for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training mainly for Anglo-Vernacular Primary Schools; and a *Vernacular Class*, training for Vernacular teacherships in Secondary Schools. [The Normal Schools of the Province train for Vernacular teacherships in Primary Schools and Departments.]

Staff.

118. Mr. Cope was in charge of the College up to the 31st August, when he was transferred to the Lahore Circle as Officiating Inspector of Schools, and Mr. Knowlton from the Central Model School was appointed to act for him. At the same time, Lála Munshí Lál, M.A., the Assistant Superintendent, left the College to officiate for Mr. Knowlton, and Lála Sundar Dás, Surí, M.A., from the Municipal Board School, Mooltan, was appointed in his place. These officiating arrangements continued to the end of the year under report.

Composition of the classes.

119. The College contained at the close of the year 70 students, compared with 77 at the end of 1889-90, the decrease being due to the greater number of graduate students on the higher rate of stipends now admitted into the Senior English Class. This class had 14 students at the end of the year—6 graduates and 8 Intermediate passed men. In 1889-90 only two of the students were graduates, and ten had not passed the Intermediate Examination; so that the material has much improved. The Junior English Class contained 24 students, all passed Entrance men, against 23 five years ago. The Vernacular Class had 32 students, or the same number as in 1889-90. Although it cannot be said that the prospects of the teaching profession have not deteriorated during the last few years; yet there is no lack of suitable candidates for admission to the College in any of its sections.

Expenditure.

120. The total expenditure on this institution for the past year was Rs. 23,939, or Rs. 1,802 more than in 1889-90, due to the

provision of house-rent for the Principal, and to charges for Science apparatus obtained from England, on account of the adoption of a more extensive course. Of the total expenditure, Rs. 16,439 was on Establishment and Contingencies, and Rs. 7,500 on Stipends.

Certificate Examinations.

121. From the Senior English Class, 14 appeared for the Senior Anglo-Vernacular Certificate Examination, and 11 passed, 5 being in the First Division, against 10 out of 20 in 1889-90. Two of the failures were in School Management only, and the third in Physical Science only. Twenty-one private candidates also went up for this examination, of whom only 6 passed, one being in the First Division.

For the Junior Anglo-Vernacular Certificate Examination, 24 candidates appeared from the Junior English Class, and 15 passed—2 only in the First Division, compared with 14 out of 18 in 1889-90. The failures were mostly in School Management; and the Principal attributes this mainly to the imperfect acquaintance of the students with English. Only Entrance attainments are at present required; and it will probably become necessary to alter this. Eighteen private candidates also appeared in this examination, of whom 9 passed, with two in the First Division.

From the Vernacular Class, 32 went up for the Senior Vernacular Certificate, and 27 passed, 6 being in the First Division, against 19 out of 27 in 1889-90. The failures were again mainly in School Management. Sixteen private candidates also appeared for this Certificate, of whom 10 were successful, but none in the First Division.

Character of the results, &c.

122. The above results, with an average for the College candidates of 78 per cent. of successes in the Senior Anglo-Vernacular Certificate Examination, 63 per cent. in the Junior, and 84 per cent. in the Senior Vernacular, may be regarded as satisfactory, and as contrasting favourably with the percentages—50, 77, and 70—of 1889-90. The reports of the Examiners all speak of evidence of sound and careful work. During the past year Mathematics was made a compulsory subject for the Senior Anglo-Vernacular Certificate, and Arithmetic and Geography were added to the course prescribed for the Junior, without, it appears, injuriously affecting the other work. The course of Science, as already remarked, was extended during the year; and special attention was given to this subject on its practical side.

Conduct of the students.

123. The general behaviour of the students throughout the year was satisfactory; and they are said to have worked, on the whole, well. The residence of the Principal in close proximity to the College and Boarding House enables him to exercise a close and constant personal supervision, in which he is warmly supported by the rest of the staff; and it is believed that the students cannot fail to imbibe a good deal of the right principles necessary for their future calling. The Reading Room seems to be well used, and the Debating Clubs to be carefully conducted.

Physical training.

124. Throughout the year, the prescribed courses in Drill and Gymnastics were taught to the classes; and in the annual examination the appearance in Drill was especially good. Cricket and Tennis were also played; but, as the new Boarding House has taken up a large portion of the ground belonging to the institution, there is not, at present, sufficient play-ground space for all the students, which has interfered with practice. When the work on the buildings is quite finished, this matter will have to be taken up.

Boarding House.

125. The new Boarding House, which has been all but finished since the end of the year, was partially occupied in

Chapter V, A, 126.

Training Institutions for Teachers.

October last, and has been found most suitable and convenient. At the end of the year, there were 138 in residence—95 Hindús and 43 Muhammadans. The health of the students has been good; and the work of the Superintendent is favourably reported on. It is proposed to bring in the rest of the boarders, now in the Hazúrí Bágh, in October next; but this will depend on whether the measures now being taken to improve the sanitary arrangements are completed by that time.

Model School.

126. The Central Model School, connected with the Training Institutions in Lahore, had, at the end of the year, 629 scholars. This institution, which was comparatively small in 1889-90, attained its present proportions in 1891 by the amalgamation with it of the Lahore Municipal Board School. It has to fulfil two ends,—first as a practising school for the students of the Central Training College and Normal School, and also as the Central High School of the Lahore District. As a practising school, its success is evinced by the excellent results in the last Certificate Examinations, there having been but two failures in the Practice of Teaching out of 139 candidates. As a school for ordinary instruction, it continues to take a high place amongst the best schools in the Province.

Work commended.

127. Mr. Knowlton very deservedly commends the work of the Masters serving under him; and I would here acknowledge the zeal and efficiency with which he himself has discharged his present important duties.

II.—NORMAL SCHOOLS.

Statistical table.

128. The following table gives the statistics of the Normal Schools in the Province for the past year, and compares them with those of 1889-90:—

			1894-95.	1889-90.	Increase.	Decrease.
Number of Schools			5	4	1	...
Number and Distribution of Scholars at the close of the year.		Government Stipendiaries ...	271	239	32	...
		Non-stipendiary students ...	1	...	1	...
		Total ...	272	239	33	...
	In Ordinary Class...	Teachers...	123	118	5	...
		Others ...	86	63	23	...
	In Zamíndárí Class, reading—	Urdú ...	46	...	46	...
		Hindí ...	7	16	...	9
		Punjábí...	8	30	...	22
		Pashtú ...	2	12	...	10
			Rs.	Rs.	Rs.	Rs.
Expenditure.	On Establishments and Contingencies.	From Provincial Revenues.	18,155	14,183	3,972	...
		Total ...	18,155	14,183	3,972	...
	On Stipends ...	From Provincial Revenues.	17,124	14,825	2,299	...
		From District Funds.	163	59	104	...
		Total ...	17,287	14,884	2,403	...
		Grand Total ...	35,442	29,067	6,375	...
Results of Examinations.						
Junior Vernacular Examination			118	108	10	...
Zamíndárí Teachership Examination			44	...	44	...

Chapter V, A, 129.

Training Institutions for Teachers.

Number of schools and scholars.

129. The number of Normal Schools—all for Male Teachers only—remains 5, or one in each Inspectional Circle, at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan, compared with 4 schools five years ago, the school at Mooltan having been opened in 1891. The number of students at the end of the past year was 272, or 33 more than in 1889-90, the rise being due partly to an increase in the number of stipends from 300 to 316 on the opening of the new school at Mooltan, and partly to fewer lapses of stipends during the session. The Normal Schools prepare teachers for the ordinary Vernacular Primary Schools and Departments in what are called the Junior Vernacular Classes, and for Zamíndárí Schools, in the Zamíndárí Classes. In the former, there were 209 students at the end of the year, and, in the latter, 63. To begin with, all the Zamíndárí students took Hindí, Punjábí, or Pashtú as their Vernacular; whilst now most of them take Urdú, the demand for schools in the other languages being almost *nil*. The following is the distribution of the two classes of students over the different schools :—

Delhi	Normal School	Junior Vernacular	Class	44
		Zamíndárí	„	13—57
Jullundur	„ „ ...	Junior Vernacular	„	45
		Zamíndárí	„	10—55
Lahore	„ „ ...	Junior Vernacular	„	51
		Zamíndárí	„	18—69
Ráwalpindi	„ „ ...	Junior Vernacular	„	38
		Zamíndárí	„	11—49
Mooltan	„ „ ...	Junior Vernacular	„	31
		Zamíndárí	„	11—42
		Total	...	272

Expenditure.

130. The total expenditure on the five schools for the year was Rs. 35,442, or Rs. 6,375 more than in 1889-90, owing to the additional school and stipends. The expenditure on Establishments is only slightly in excess of that on Stipends. The whole cost is met from Provincial Revenues, the small item of Rs. 163 returned against District Funds being on account of the stipends of teachers for the two holiday months, which now fall in the middle of the session, the stipends paid by the Department being for the ten working months only.

Certificate Examinations.

131. For the Junior Vernacular Certificate, 212 candidates appeared from the Normal Schools, and 118 passed, or nearly 56 per cent., against 108 out of 232 five years ago. The result is not quite satisfactory for special institutions of the kind; but the Managers do not admit any deterioration in the work. The failures were mostly in Arithmetic and Mensuration, and also in Urdú and Persian in certain schools. There were no failures in the Practice of Teaching, and only a few in School Management. Of the passes, the Lahore School contributed 28 out of 51 candidates, with 9 in the First Division; the Delhi School 27 out of 44, with 8 in the First Division; the Jullundur School 25 out of 45, with 5 in the First Division; the Ráwalpindi School 20 out of 40, with only 3 in the First Division; and the Mooltan School 18 out of 32, with 6 in the First Division. The order of merit, according to the percentage of passes, is the Delhi School *first*, with 61 per cent.; the Mooltan School *second*, with 56 per cent.; the Jullundur and Lahore Schools *equal*, with 55 per cent.;

Chapter V, A, 132.
Training Institutions for Teachers.

and the Ráwalpindi School, which was first last year, *last*, with 50 per cent. The two highest places were gained by the Delhi School. Besides the candidates from the Normal Schools 58 private candidates went up for this examination, of whom 26 passed. Fourteen of the successful candidates appeared in one subject only, in which they had failed in the previous year.

For the Zamíndárí Certificate, 75 candidates appeared from the Normal Schools, and 44 passed, or 58 per cent., against 35 out of 63, or 56 per cent. last year. No examination for Zamíndárí Certificates was held in 1889-90, the class having been formed towards the end of that year. In the percentage of successes, the Mooltan School stands first, with 8 out of 11, or 72 per cent.; the Jullundur School stands second, with 12 out of 17, or 70 per cent.; the Delhi School third, with 12 out of 18, or 66 per cent.; the Lahore School fourth, with 8 out of 18, or 44 per cent.; and the Ráwalpindi School fifth, with only 4 out of 11, or 36 per cent. The two highest places were gained by the Lahore School. Six of the seven failures from the Ráwalpindi School were in a single subject only; whereas five of the failures from each of the Delhi and Lahore Schools were in more than one subject. Twenty-nine private candidates also went up for this examination, of whom 11 were successful, or about 38 per cent.

Practical training.

132. Much attention is given in each of the schools to practical training; and for this purpose, each has a well equipped Model School attached to it, in which the students teach by rotation under a trained and experienced Master. The usual Criticism Lessons are regularly given by the students before their class fellows. These are freely criticized on all the points essential to effective teaching, a thoughtful appreciation of right methods being thereby inculcated. Model Lessons are also given by the Head Masters on all subjects as examples for imitation. This practical work comes specially under the eye of the Principal of the Central Training College during his inspections; and Mr. Knowlton has recorded his satisfaction with the improvement everywhere made, especially in the Delhi School. That out of 287 candidates in both the Junior Vernacular and Zamíndárí Certificate Examinations there was but one failure last year in the Practice of Teaching, is, I consider, a markedly reliable proof of the care bestowed on this part of the instruction.

General condition of the schools, &c.

133. The reports of the Managers on these schools, and the opinions recorded by the Principal of the Central Training College on his inspection of them, are generally very favourable. The Mooltan School is now in great want of a suitable building, the house originally taken having had to be given up during the past year, and there being no other available at all like what is required; the Jullundur Inspector thinks that the students are sometimes of a lower type than is required; and the Ráwalpindi Inspector refers to short-comings in the teaching of certain subjects; but there is a general agreement as to the growing efficiency of the schools, and the large extent to which they fulfil their object. The technical and practical part of the training is sound; the tone and discipline, which make for character, are good; due attention is paid to physical training, all having to undergo a prescribed course in Drill and Gymnastics; the Boarding Houses are carefully managed and supervised; the students are encouraged out of school, to make the best of their time; and, altogether, the general condition of the schools continues hopeful. The demand for trained teachers is still everywhere great; and it is to be regretted that the lapsing of stipends during

the session, especially in the Lahore and Ráwalpindi Circles, has not yet been counteracted to the extent required.

Chapter V, A, 134.

Training Institutions for Teachers.

III.—TRAINING OF FEMALE TEACHERS.

Provision of Female Teachers.

134. The provision of Female Teachers is, at present, a matter of special difficulty, in that, where fit girls are available, they will not leave their homes to join a Training School. Hence the present plan of having only *Normal Classes* in connection with the ordinary schools for the purpose. Stipends are awarded to girls who have passed the Upper Primary and Middle School Examinations, on condition of their preparing for the Certificate Examinations in an institution recognised as having suitable arrangements for the purpose. The girls receive instruction daily in the subjects prescribed for the Certificate Examinations, take part in the ordinary class teaching, and are practically Pupil Teachers. Previous to 1889-90 this system had not had time to show any results; but during the last five years it has been expanding, and since 1891 Certificate Examinations have been held annually with somewhat hopeful results. The obtaining of Certificates, however, does not settle the question; for, as Mrs. Rodgers remarks, "they object to leave their own city;" and "one girl who passed from the Municipal Board Girls' School, Amritsar, had an appointment offered her at Siálkot on Rs. 20 per mensem, but she preferred doing nothing and staying in her own town." Yet there is a brighter side to the picture. After remarking that it is different with girls trained in Christian institutions, and quoting from the report of an Assistant Inspector, that there are female teachers all over the Province who have been taught in Amritsar, Mrs. Rodgers continues: "I find that twenty-two women educated in the Amritsar Board School have become teachers in different parts of the Punjab, exclusive of the teachers in the Amritsar Schools."

Normal Classes and Certificate Examinations.

135. During the past year Normal Classes were maintained in the Victoria School, Lahore, the Christian Girls' School, the Alexandra Girls' School, and the Municipal Board School, Amritsar, and the Mission School, Gujránwála; and the Inspectress was generally well satisfied with the special arrangements made. Altogether, 12 stipends were current; but only the first two schools sent up candidates to the last Examinations for Female Teachers' Certificates. In the Senior Vernacular Certificate Examination 6 candidates appeared, and two passed—one from the Christian Girls' School, Amritsar, and one, who took up only the subject in which she failed last year, from the Victoria School, Lahore. Three of the failed candidates came short in one subject only. Only one candidate appeared in the Junior Vernacular Certificate Examination, and failed badly. These results are poor, and a distinct decline on those of the last two years. Since the institution of these examinations in 1891, 23 girls have gained Senior, and 4 Junior Certificates. It may be added that 2 girls from the Alexandra School appeared in the last Junior Anglo-Vernacular Examination for Male Teachers' Certificates, and passed.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

Medical School.

136. The Medical School, Lahore, forms a department of the Medical College; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals, given in Chapter III, para. 80 above on the Medical College, apply also to the School Department.

Chapter V, B, 137.

Institutions for Technical Instruction.

Principal's report and statistics.

II.—THE VETERINARY SCHOOL.

137. The report of the Principal of the Veterinary School, Lahore, is given as Appendix K. The number of students at the end of the year was 94, against 84, in the previous year, and 90 in 1889-90, of whom 40 belonged to the First Year Class, and 54 to the Second. The number of stipends and scholarships current at the end of the year was 40, leaving 54 non-stipendiary students, compared with 49 five years ago. For the Final Examination, 54 candidates appeared and 37 passed, or 68 per cent., against 26 out of 35 last year, and 38 out of 45 in 1889-90. In the Junior Examination for promotion to the Second Year Class, 39 candidates presented themselves, and all but one passed. The total expenditure for the year amounted to Rs. 39,512, compared with Rs. 37,087 last year, and Rs. 36,163 in 1889-90. Of the past year's expenditure, Rs. 35,529 was on Establishment and Contingencies, and Rs. 3,983 on Stipends and Scholarships.

Changes in the standards.

138. As noted in the report of last year, a change was made in the standard required for admission to the School, whereby the Middle School Examination was substituted for a special test of a very elementary character; and the fact that for 28 vacancies 88 candidates presented themselves, of whom 6 had passed even the Entrance Examination, is a proof of the propriety and advantage of the change. The satisfactory results of the Final Examination during the last two years are also evidence that the raising of the percentages required to pass, which was carried out from last year, was a right step.

III.—THE LAW SCHOOL.

Statistics.

139. The following table gives the statistics of the Law School, maintained by the Punjab University, for the past year and for 1889-90. As admission to the Law School requires the candidates to have passed at least the Entrance Examination, and as it also prepares for Degrees in Law, the returns of the School ought properly to be given under University Education in Chapter III; and I propose to take advantage of beginning a new quinquennium to carry out the change, as far as statistics are concerned, from next year:—

		1894-95.	1889-90.
Number of students		290	54
Expenditure.			
		Rs.	Rs.
Provincial Revenues		2,400	...
Fees		5,834	2,229
Other Sources		...	4,227
Total		8,234	6,456
Results of Examinations.			
Preliminary Examination	Candidates	85	10
	Passes	60	8
First Certificate „	Candidates	21	19
	Passes	5	10
Licentiate-in-Law „	Candidates	4	5
	Passes	2	2
Intermediate Examination in Law ...	Candidates	17	...
	Passes	9	...
Bachelor of Law Examination	Candidates	11	...
	Passes	5	...

Chapter V, B, 140.

Institutions for Technical Instruction.

Figures considered.

140. The number of students at the end of the year was 290, compared with 54 in 1889-90. The rise was very gradual up to last year, when there was a leap from 84 to 169; and the present return shows even a greater increase. The expenditure has risen during the last five years from Rs. 6,456 to Rs. 8,234, a large proportion of which is covered by the fees. The examination results, on the Licentiate side, with an average of 60 per cent. of passes, against 59 per cent. five years ago, are fairly satisfactory except for the First Certificate Examination in which only 5 out of 21 were successful. On the Degree side, which had nothing corresponding to it in 1889-90, an average of 50 per cent. of successes, compared with 56 per cent. last year, is only a moderate return.

IV.—THE MAYO SCHOOL OF ART.

Principal's report.

141. The report of the Principal on the Mayo School of Art, Lahore, will be found as Appendix L to this report.

The Staff.

142. Mr. Andrews continued to officiate as Principal throughout the year. Up to the 15th October the Vice-Principalship remained vacant, from which date Bhái Rám Singh was appointed to officiate, his post of Drawing and Carpentry Master being filled by Bhái Gurdit Singh, who was in turn succeeded by Bhái Naráyan Singh, a senior student of the School. Mr. J. David, the Modelling Master, was confirmed in his appointment at the same time. During the past year, the Secretary of State raised the question of revising the constitution and aims of Schools of Art in India; and, until this is disposed of, the future permanent establishment of this School cannot be settled.

Number and distribution of the students.

143. The number of students on the roll at the close of the year was 171, compared with 98 in 1889-90, the distribution with regard to stages of instruction being as follows:—

I Division	83
II „	27
III „	23
IV „	24
Engineering Class	14
	171

Subjects of instructions.

144. The students of the I Division all learn Freehand and Geometrical Drawing, 40 doing also Modelling and 43 Carpentry. The II Division students all learn Building Drawing, Brick Construction, Model Drawing, Elementary Perspective, Practical Geometry, and Modelling in clay, 15 doing also Carpentry and 12 Decorative Drawing in colours. The III Division students learn Building Drawing to scale from actual examples, Building Construction, Modelling in clay and Casting in plaster, Light and Shade Drawing, and advanced Perspective and Practical Geometry, 15 doing also Carpentry and 8 Ornamental Design and Colour. The IV Division students study Applied Design, embracing designs for wood, brick, stone, metals, inlay, and painted decoration, Modelling, Building Construction, Surveying, Estimating, and Mensuration. The Engineering Class prepares students for the First Examination in Engineering of the Punjab University.

Expenditure and Stipends.

145. The total expenditure for the year was Rs. 16,960, against Rs. 18,288 in 1889-90. Of the total expenditure, Rs. 3,370 was due to Stipends, against Rs. 2,496 five years ago. There were 25 stipends current at the end of the year, leaving 146 non-stipendiaries on the rolls, compared with 48 at the earlier period,

Chapter V, B, 146.

Institutions for Technical Instruction.

which, as the Principal says, may be taken to mark "the growing popularity of the institution, and the appreciation among artisans of the necessity for their sons' proper equipment for competition with the rising generation of trained craftsmen and designers."

Work of the year.

146. The work of the year was carried on with the usual vigour and efficiency. Besides the ordinary class-work, a good deal of Drawing and Designing was done, including Drawings of the Wazír Khán Mosque for the Public Works Department, Drawings and Designs for the Government House alterations, and Designs and Decorations in connection with the Viceregal Darbár. In the Modelling Department, certain carved work in Plaster of Paris was made, and sent to the Empire of India Exhibition. Bhái Rám Singh carried on experiments in photo-zincography with considerable success; and, at the end of the year, experiments in silk and velvet dyeing in the city were being supervised in the interests of the local craftsmen. Constant references continue to be made to the School concerning the artistic productions of the Province, the advantage of which is that a good deal of work is put into the hands of the craftsmen under the direct supervision of the School, which would not otherwise reach them. The Railway Technical School at Lahore, and the Industrial Schools at Amritsar and Delhi, were carefully inspected as usual by the Principal; and Bhái Rám Singh visited and inspected the new Industrial School at Ráwalpindi. Mr. Andrews conducted also the Middle Standard Examination for Industrial Schools, and drew up schemes of study in Drawing and Technical subjects. From the Engineering Class, three candidates went up to the First Examination in Engineering of the Punjab University, and two passed. The Principal speaks in high terms of the work of the staff; and his management of the School continues, I consider, deserving of special commendation.

Employment of the students.

147. A list is appended to the Principal's report of the students who left the School during the past year, and of the present employment of these, as far as this could be ascertained. From the list it appears that 30 in all left, of whom only 3 had been more than three years under training, 5 others more than two years, and 11 others more than one year. The remaining 11 had been less than a year at the School and cannot have profited much therefrom. One has obtained a Drawing Mastership in the North-West Provinces on Rs. 30 a month; 8 others are Draftsmen or Overseers on from Rs. 15 to Rs. 50; one has joined a Cotton Factory on Rs. 25; 11 have returned to their hereditary crafts, and are said to earn from Rs. 15 to Rs. 30; 2 have joined the Public Works Department of Native States; 1 is a Hospital Modeller on Rs. 20; and 2 are employed in the Railway Workshops. In every case, the training received at the School is likely to stand them in good stead.

V.—INDUSTRIAL SCHOOLS.

Number of schools and scholars.

148. The number of Industrial Schools returned this year is 4, with 509 scholars, compared with the same number of schools and 362 scholars in 1889-90. Last year there were 3 schools, with 422 scholars. The following is a detail of the present schools and scholars:—

Railway Technical School, Lahore	253
Municipal Board Industrial School, Amritsar... ...	74
Municipal Board Industrial School, Delhi	79
Bedí Khem Singh's Industrial School, Ráwalpindi ...	103
	509

Chapter V, B, 149.
Institutions for Technical Instruction.

Of the 4 schools in existence five years ago, that at Qasúr was closed in 1890-91 on the death of its founder and supporter, Khán Bahádur Qádir Bakhsh. The new school returned for the first time this year is that at Ráwalpindi, which, as noted in last year's report, was opened by Bedi Khem Singh in February, 1894. Two other schools, though they do not find a place in the returns, are of a distinctly industrial character, namely, the Mission Orphanage at Clarkabad, in the Lahore District, and the Christian Boarding School at Ludhiána.

Railway Technical School, Lahore.

149. The Railway Technical School, Lahore, has now 253 scholars—24 in the Middle Department, 47 in the Upper Primary, and 182 in the Lower Primary, compared with 19, 44, and 212, respectively, last year. There is thus a small advance in the higher departments, but a fall of 30 scholars in the lowest. Only 17 of the scholars are non-artisans; 42 are Hindús, 46 Sikhs, and 165 Muhammadans. Most of the artisan scholars are the children or near relatives of men employed in the Railway Workshops. The expenditure for the year was Rs. 7,124, or much as in the previous year. Twenty-seven Lord Lawrence Scholarships were current at the end of the year, or an average of a little over 1 for every 3 of the scholars in the departments in which they are tenable. Fees are levied from non-artisan scholars only, and realised Rs. 57-2 for the year. As the School was opened in 1889, I have not compared the present returns with those of that year.

Statistics.

Examination results.

150. The School was examined on its General side by the Assistant Inspector of Schools, and on its Technical side by the Principal of the May School of Art; and the results were again quite satisfactory. On the General side, 36 out of 40 passed by the Infant Standard, 27 out of 30 by the Lower Primary, and 10 out of 11 by the Upper Primary; and on the Technical side, the results were—23 passes out of 36 by the Infant Standard, 23 out of 45 by the Lower Primary, and 12 out of 12 by the Upper Primary. In the written Middle Standard Examination for Industrial Schools, 7 candidates appeared and all passed. The reports of the Examiners were, on the whole, very favourable; and credit is again due to Lála Chiranjí Lál, B. A., and his Assistants.

Employment of the scholars after leaving the School.

151. During the year, 32 boys above the Lower Primary Standard left the School, of whom 6 are employed in the Railway Workshops on from 4 to 6-8 annas a day; one has joined a Flour Mill on Rs. 45, and another a Cotton Mill on Rs. 10 a month; 2 are employed as Carpenters; one is a Teacher, one a Press Compositor, one an Assistant Engine Driver, one an Apprentice Watch Maker, one a Stationer, one a Letter Writer, and one an officiating Patwárí; 10 have joined the Mayo School of Art or other institution for further training; 4 are as yet unemployed; and one has died. The demand, in distinctly technical lines, seems to be limited. At one time, there seemed to be even a difficulty in getting employment for those who, after going through the full course of the School, had passed the Midde Standard Examination; but the Railway authorities have since considered the matter, and see no reason why such boys should not find suitable places in the Workshops, provided they will accept wages at the market rates.

Amritsar Industrial School.

152. The number of scholars in the Amritsar Municipal Board Industrial School is now 74, compared with 86 in 1889-90. In addition to these, 39 others attend for technical instruction only, against 27 five years ago. Of the present roll, 16 belong to the Upper Primary Department, and 58 to the Lower Primary; 6 are Hindús, 44 Sikhs, and 24 Muhammadans. In the subjects of General Knowledge, 13 out of 14 passed by the Infant Standard, 14 out of 16 by the Lower Primary, and 5 out of 5 by the Upper

Chapter V, B, 153.

Institutions for Technical Instruction.

Primary; and, in the Technical Subjects, the passes by the corresponding standards were 12 out of 28, 8 out of 20, and 2 out of 9, respectively. There is yet deficiency on the Technical side; but much improvement is said to have taken place during the year in all respects as the result of better organization and management. Six scholarships were current in the Upper Primary Department at the close of the year. Of the 11 scholars who left during the year, 4 joined the Mayo School of Art, one is employed as an Assistant Photographer on Rs. 20 a month, 3 are working as Carpenters on an average of about 6 annas a day, and the remaining 3 have returned to their hereditary crafts.

Delhi Industrial School.

153. The Municipal Board Industrial School at Delhi had 79 scholars at the end of the year, or 5 more than last year. The School, though started about that time, was not shown in the returns of 1889-90. Of the present numbers, 13 belong to the Upper Primary Department, and 66 to the Lower Primary. The School is still little above the beginning stage, and wants more life put into it. On the General side, all the Infants, 14 in number, passed; but only 4 out of 14 passed the Lower Primary Examination, and only 1 out of 8 the Upper Primary. On the Technical side, 3 passed by the Infant Standard out of 18, and 6 out of 12 by the Lower Primary. Mr. Andrews recorded that there was weakness in all subjects, and a want of energy throughout the School. The accommodation, which has hitherto been very defective, has been improved.

Bedí Khem Singh's Industrial School.

154. As already stated, Bedí Khem Singh's Industrial School at Ráwalpindi was opened just before the close of the previous year, and is now returned as having 103 on the rolls. Of these, 60 constitute a regular Anglo-Vernacular Primary School, all of whom have also to learn a handicraft. Besides these, 43 adult scholars attend mainly for technical instruction in Drawing, Carpentry, or Tailoring; and all but the Carpentry Class have to learn also Gurmukhí. Photography and Watchmaking were also started, but have since been dropped. The school appears still to have hopefulness about it; but it wants to move on somewhat more definite lines. The Department has laid down a carefully considered scheme of studies for Industrial Schools, according to which Drawing and a Handicraft are taught alongside of an elementary general training; and such a scheme will, I have reason to hope, be adopted sooner or later by the Managers. Extra special classes will naturally have to be maintained to begin with.

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Number of schools and scholars	155—156	Scholarships	163
Secondary Schools	157	Examination results... ...	... 164—165
Primary Schools	158	Needlework	166
Distribution of the schools by Circles	159	Domestic Economy	167
Distribution by Districts	160	Training, discipline, &c.	168
Expenditure	161	Progress during the last five years,	169
Fees	162	Prospects for the future	170

Statistical table.

155. The table on the following page gives the number of Public Schools for Native Girls and the number of scholars attending them at the end of the past year, and compares these with the corresponding returns for 1889-90.

Number of schools and scholars.

156. The number of schools of all kinds has advanced from 305 to 344, and the number of scholars from 9,054 to 11,989. The rise in the number of schools was mostly in the Delhi and Ráwalpindi Circles; and of the 39 additional schools, 24 are Board Schools, 5 Aided Schools, and 10 Unaided Schools. If the number in attendance or Private Schools be added, or 12,137 (*see* Chapter VIII), we get a total of 24,126 girls under instruction in the Province, or only 1·4 per cent. of the girls of a school-going age.

Secondary Schools.

157. The number of Secondary Schools is now 13, or 4 more than in 1889-90, with a rise also in the attendance from 604 to 1,084. Of the 13 schools, 2 are of the High and 11 of the Middle grade. The 2 High Schools are the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore, both Anglo-Vernacular Schools for Native Christian children, well organized and equipped, and conducted with much efficiency. Of the 11 Middle Schools, 3 are Anglo-Vernacular, namely, the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Girls' Boarding School at Amritsar, and 8 Vernacular,—the Victoria School, in connection with the Punjab Association, at Lahore, the Municipal Board Central School at Amritsar, the American Mission and Municipal Board Schools at Gujránwála, two Municipal Board Schools (one for Hindús and one for Muhammadans) at Siálkot, the District Board School at Gujarwál in the Ludhiána District, and an Unaided School for Hindú girls at Jullundur, recently opened by the Arya Samáj of that place. The number in attendance on the High School classes is only 12, against 10 in 1889-90. In the Middle School classes, there is a rise from 99 to 152. Altogether, there are now 164 girls at the Secondary stage of instruction, or 55 more than at the beginning of the quinquennium. The progress above is thus comparatively slow. In the Primary classes, the rise recorded is from 495 to 920.

Primary Schools.

158. The number of Primary Schools shows an increase of 35, or from 296 to 331, with a rise in the attendance from 8,450 to 10,905. Taking the scholars attending the Primary classes of the Secondary Schools, we get a total of 11,825 at the Primary stage of instruction, compared with 8,945 in 1889-90. There is an increase of 339, or from 547 to 886, in the number attending the Upper Primary classes, which is slightly less than the increase during the preceding five years. In the Lower Primary classes, there is an increase of 2,541 scholars, compared with a decline of 1,000 during the previous period.

Distribution of the schools by Circles.

159. If we consider the Girls' Schools as a whole according to the Circles of Inspection, it will be found that the Lahore Circle takes the lead, with 118 schools and 4,560 scholars; the

VI, 155.

Educa-tion (Natives).

FEMALE SCHOOLS.

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools,			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total Secondary and Primary Schools.	Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of	Board Schools	1894-95	...	...	...	...	5	5	...	5	5	197	202	...	...
		1889-90	...	...	...	...	2	2	...	2	2	176	178	...	...
		Increase	...	...	...	...	3	3	...	3	3	21	24	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided Schools	1894-95	2	...	2	3	2	5	5	2	7	121	128	...	...
		1889-90	2	...	2	3	1	4	5	1	6	117	123	...	...
		Increase	...	...	...	...	1	1	...	1	1	4	5	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided Schools	1894-95	...	...	...	...	1	1	...	1	1	13	14	...	...
		1889-90	...	...	...	...	1	1	...	1	1	3	4	...	...
		Increase	...	...	...	...	...	...	...	...	...	10	10	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars in	High Stage	1894-95	12	...	12	...	...	...	12	...	12	...	12	12	...
		1889-90	10	...	10	...	...	...	10	...	10	...	10	10	...
		Increase	2	...	2	...	...	...	2	...	2	...	2	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Middle Stage	1894-95	41	...	41	25	86	111	66	86	152	...	152	63	85
		1889-90	20	...	20	26	53	79	46	53	99	...	99	56	26
		Increase	21	...	21	...	33	32	20	33	53	...	53	7	59
		Decrease	...	...	...	1	...	...	...	...	...	...	...	...	...
	Total Secondary Stage	1894-95	53	...	53	25	86	111	78	86	164	...	164	75	85
		1889-90	30	...	30	26	53	79	56	53	109	...	109	66	26
		Increase	23	...	23	...	33	32	22	33	55	...	55	9	59
		Decrease	...	...	...	1	...	...	...	...	...	...	...	...	...
	Upper Primary Stage	1894-95	33	...	33	38	210	248	71	210	281	605	886	65	625
		1889-90	47	...	47	44	74	118	91	74	165	382	547	80	378
		Increase	...	...	...	...	136	130	...	136	116	223	339	...	247
		Decrease	14	...	14	6	...	...	20	...	...	...	...	15	...
	Lower Primary Stage	1894-95	60	...	60	121	458	579	181	458	639	10,300	10,939	88	8
		1889-90	62	...	62	100	168	268	162	168	330	8,068	8,398	62	...
		Increase	...	...	...	21	290	311	19	290	309	2,232	2,541	26	8
		Decrease	2	...	2	...	...	...	...	...	...	...	...	...	...
	Total Primary Stage	1894-95	93	...	93	159	668	827	252	668	920	10,905	11,825	153	633
		1889-90	109	...	109	144	242	386	253	242	495	8,450	8,945	142	378
		Increase	...	...	...	15	426	441	...	426	425	2,455	2,880	11	255
		Decrease	16	...	16	...	...	...	1	...	...	...	...	...	...
	Grand Total	1894-95	146	...	146	184	754	938	330	754	1,084	10,905	11,989	228	718
		1889-90	139	...	139	170	295	465	309	295	604	8,450	9,054	208	404
		Increase	7	...	7	14	459	473	21	459	480	2,455	2,935	20	314
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...

Ráwalpindi Circle takes the second place, with 97 schools and 3,336 scholars; the Jullundur Circle, the third place, with 71 schools and 2,209 scholars; the Delhi Circle, the fourth place, with 48 schools and 1,408 scholars; and the Deraját Circle comes naturally last, with 10 schools and 476 scholars. Considered from the point of view of the progress made during the last five years, the Lahore Circle leads, with 8 fewer schools but 861 more scholars; the Ráwalpindi Circle shows 15 more schools and 738 more scholars; the Delhi Circle, 25 more schools and 701 more scholars; the Deraját Circle, 7 more schools and 400 more scholars; and the Jullundur Circle, 4 more schools and 235 more scholars. The progress in the Delhi and Deraját Circles may be considered as hopeful for the future. The small advance in the Jullundur Circle was in the Hoshiárpur and Kángra Districts, the movement in the rest of the Districts being slightly backwards.

Distribution by Districts.

160. The following table gives the distribution of the attendance on Girls' Schools according to Districts. A column for Zanána Classes is also added, as the teaching of these is mostly carried on by European ladies on modern lines, although, from the nature of the case, the figures are returned in the General Tables under Private Schools:—

No.	Districts.	Number of Girls in				
		High Schools.	Middle Schools.	Primary Schools.	Zanána Classes.	Total.
1	Hissár	...	...	85	14	99
2	Rohtak	...	...	171	...	171
3	Gurgáon	...	...	258	21	279
4	Delhi	...	125	357	329	811
5	Karnál	...	...	65	43	108
6	Umballa	...	...	308	7	315
7	Simla	...	...	39	37	76
8	Kángra	...	...	327	...	327
9	Hoshiárpur	...	...	275	...	275
10	Jullundur	...	95	784	61	940
11	Ludhiána	...	44	486	81	611
12	Ferozepore	...	...	198	18	216
13	Jhang	...	...	337	...	337
14	Montgomery	...	...	45	...	45
15	Lahore	90	224	1,057	60	1,431
16	Amritsar	56	162	1,535	131	1,884
17	Gurdáspur	...	...	230	...	230
18	Gujránwála	...	179	645	...	824
19	Siálkot	...	109	1,008	10	1,127
20	Gujrát	...	...	218	...	218
21	Sháhpur	...	...	439	6	445
22	Jhelum	...	...	507	19	526
23	Ráwalpindi	...	...	966	...	966
24	Hazára	...	...	...	...	...
25	Pesháwar	...	...	89	30	119
26	Kohát	...	...	...	...	...
27	Mooltan	...	...	93	...	93
28	Bannú	...	...	...	...	...
29	Dera Isma'íl Khán	...	...	269	...	269
30	Dera Ghází Khán	...	...	68	...	68
31	Muzaffargarh	...	...	46	...	46
	Total	146	938	10,905	867	12,856

The three frontier Districts of Hazára, Kohát, and Bannú remain blank. Eight other Districts, namely, Hissár, Karnál, Simla, Montgomery, Pesháwar, Mooltan, Dera Ghází Khán, and Muzaffargarh, are still at the very beginning stage in this respect, the other frontier Districts contrasting strangely with Dera Isma'íl Khán, which has made very marked progress. The most forward Districts are Amritsar, Lahore, Siálkot, Ráwalpindi, Jullundur, Gujránwála, and Delhi, the last owing its position to the largely attended Zanána Classes in the Delhi City. Only seven Districts teach as yet above the Primary Standards.

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided.				Total.			
		1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
In Secondary Schools.	Anglo-Vernacular. Provincial Revenues ...	...	...	...	...	5,926	4,473	1,453	...	...	...	...	..	5,926	4,473	1,453	...
	Fees	...	...	...	...	1,370	2,061	...	691	...	...	..	...	1,370	2,061	...	691
	Other Sources ...	...	...	...	...	15,999	15,797	202	...	...	...	...	...	15,999	15,797	202	...
	Total ...	...	...	...	...	23,295	22,331	964	...	...	...	...	...	23,295	22,331	964	...
	Vernacular. Provincial Revenues ...	611	2,217	...	1,606	8,558	9,290	...	732	...	...	...	...	9,169	11,507	...	2,338
	District Funds..	385	284	101	...	...	...	...	...	...	...	...	...	385	284	101	...
	Municipal Funds	8,769	4,001	4,768	...	767	450	317	...	..	...	...	...	9,536	4,451	5,085	...
	Fees	...	...	...	...	56	37	19	...	308	...	308	...	364	37	327	...
	Other Sources ...	...	164	...	164	1,763	...	1,763	...	327	625	...	298	2,090	789	1,301	...
	Total ...	9,765	6,666	3,099	...	11,144	9,777	1,367	...	635	625	10	...	21,544	17,068	4,476	...
In Primary Schools.	Provincial Revenues ...	2,986	3,115	...	129	7,358	9,104	...	1,746	...	...	...	...	10,344	12,219	...	1,875
	District Funds ...	18,195	11,760	6,435	...	1,276	1,171	105	...	...	...	...	...	19,471	12,931	6,540	...
	Municipal Funds	20,456	16,944	3,512	...	2,223	2,058	165	...	...	...	...	...	22,679	19,002	3,677	...
	Fees	...	...	...	...	433	8	425	...	...	...	...	...	433	8	425	...
	Other Sources ...	3	495	...	492	17,324	18,187	...	863	2,358	361	1,997	...	19,685	19,043	642	...
	Total ...	41,640	32,314	9,326	...	28,614	30,528	...	1,914	2,358	361	1,997	...	72,612	63,203	9,409	...
Total Secondary and Primary Schools.	Provincial Revenues ...	3,597	5,332	...	1,735	21,842	22,867	...	1,025	...	...	...	...	25,439	28,199	...	2,760
	District Funds ..	18,580	12,044	6,536	...	1,276	1,171	105	...	...	...	...	...	19,856	13,215	6,641	...
	Municipal Funds	29,225	20,945	8,280	...	2,990	2,508	482	...	...	...	...	...	32,215	23,453	8,762	...
	Fees	...	...	...	...	1,859	2,106	...	247	308	...	308	...	2,167	2,106	61	...
	Other Sources ...	3	659	...	656	35,086	33,984	1,102	...	2,685	986	1,699	...	37,774	35,629	2,145	...
	Total ...	51,405	38,980	12,425	...	63,053	62,636	417	...	2,993	986	2,007	..	1,17,451	1,02,602	14,849	...
			In Secondary Schools.				In Primary Schools.										
Scholarships.	Provincial Revenues ...	7,522	2,635	4,887	...	11,250	7,435	3,815	...	...	...	...	...	18,772	10,070	8,702	...
	District Funds ...	38	...	38	...	...	135	...	135	...	...	...	...	38	135	...	97
	Municipal Funds	29	370	...	341	...	1,188	...	1,188	...	...	...	...	29	1,558	...	1,529
	Other Sources ...	130	...	130	...	...	419	...	419	...	...	...	...	130	419	...	289
	Total ...	7,719	3,005	4,714	...	11,250	9,177	2,073	...	...	...	...	...	18,969	12,182	6,787	...

Chap. VI, 161.
Female Education (Natives). Expenditure.

161. The statement on the opposite page gives the expenditure from different sources on schools of all kinds for Native girls, and on the Scholarships current in those schools. There is a total increase of expenditure on the schools from Rs. 1,02,602 to Rs. 1,17,451, or of Rs. 14,894. The rise was mainly in the Board Schools, owing to the increased number of these, and, in some degree, to enhanced salaries and improved equipment. The smaller number of additional schools sufficiently accounts for the less considerable rise in the Aided and Unaided Schools. Of the total expenditure, about 66 per cent. is met from Public Funds—Provincial Revenues contributing 21 per cent., District Funds 17 per cent., and Municipal Funds 28 per cent.—and the remainder, or 34 per cent., from Private Sources, including Fees. There is a fall of Rs. 2,760 in the expenditure from Provincial Revenues, owing partly to reductions in the revision of grants to Board Schools in 1892, and partly to diminished grant earnings. The average cost, per scholar, in all the schools is about Rs. 10-4, calculated on the average number on the rolls monthly; in the Secondary Schools, it is about Rs. 19-11; and in the Primary Schools, about Rs. 6-15.

Fees.

162. The income from Fees for the past year was only Rs. 2,167, against Rs. 2,106 for 1889-90, that is, practically no advance has been made in this direction. Hitherto, as explained in previous reports, fees have been levied almost exclusively in the Anglo-Vernacular Schools for Native Christian girls; and the present returns show a very considerable decline even in this behalf. As a set off to this, however, the new Arya Middle School at Jullundur returns a good sum on this account; and the Victoria School and the so-called Anglo-Vernacular School—it is really Vernacular—supported by Native gentlemen at Lahore also insist on fees to some extent. No fees are yet levied in any of the Board Girls' Schools; nor does the time appear to have come when these could, to any degree, be safely imposed. But on the ground that a thing is little valued which is to be had for nothing, the desirability of introducing fees, wherever practicable, is steadily kept in view.

Scholarships.

163. As a means of encouraging female education, and in lieu of the "paisa," or payment, system that used to prevail, special scholarships are awarded, up to a certain limit, to girls who pass the Lower Primary Examination, and to those also who pass the Upper Primary Examination if there is a prospect of their becoming teachers or medical students. At the end of the past year, 718 of these scholarships were current, compared with 404 in 1889-90 when the scheme had not had time to extend to all the classes. In the Middle Department with 152 scholars, there were 85 scholarships, or a little over one for every two scholars; and in the Upper Primary Department with 886 scholars, there were 625 scholarships, or nearly three for every four scholars. The majority of the children above the Lower Primary Standard are scholarship-holders, which is an artificial state of affairs; but it is the opinion of Inspecting Officers that, without this inducement, the upper classes would largely disappear. Eight scholarships are shown at the Lower Primary stage, which are current in Unaided Schools and paid from Private Sources. The expenditure on scholarships for the year was Rs. 18,969, against Rs. 12,182 in 1889-90. The small items returned against District and Municipal Funds are irregular, though much less than they were five years ago; and the sum spent from Other Sources was on the scholarships in Unaided Schools already referred to.

VI, 164.

e Educa- Natives). ination re- Secondary ments.

164. The subjoined table compares the examination results of the Secondary Departments of these schools for the past year with those of 1889-90:—

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools ...	1894-95 ...	6	*5	83·3	16	5	31·5	6	3	50·0
	1889-90 ...	12	7	58·3	6	3	50·0	2	1	50·0
	Increase ...	...	...	25·0	10	2	...	4	2	...
	Decrease ...	6	2	...	...	...	18·5	...	...	...
Total Anglo-Vernacular Examination.	1894-95 ...	6	5	83·3	16	5	31·5	6	3	50·0
	1889-90 ...	12	7	58·3	6	3	50·0	2	1	50·0
	Increase ...	...	...	25·0	10	2	...	4	2	...
	Decrease ...	6	2	...	...	...	18·5	...	...	...
Vernacular Examination.										
Board Schools ...	1894-95 ...	...	...	...	...	...	...	15	10	66·6
	1889-90 ...	...	...	...	...	...	...	3	3	100·0
	Increase ...	...	...	...	...	...	...	12	7	...
	Decrease ...	...	...	...	...	...	...	...	...	33·4
Aided Schools ...	1894-95 ...	...	...	...	...	...	...	17	12	70·5
	1889-90 ...	...	...	...	6	...	...	8	4	50·0
	Increase ...	...	...	...	...	...	...	9	8	20·5
	Decrease ...	...	...	...	6	...	...	...	...	...
Total Vernacular Examination.	1894-95 ...	...	...	...	...	...	...	32	22	68·7
	1889-90 ...	...	...	...	6	...	...	11	7	63·6
	Increase ...	...	...	...	...	...	...	21	15	5·1
	Decrease ...	...	...	...	6	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1894-95 ...	6	5	83·3	16	5	31·5	38	25	65·6
	1889-90 ...	12	7	58·3	12	3	25·0	13	8	61·5
	Increase ...	...	...	25·0	4	2	6·5	25	17	4·1
	Decrease ...	6	2	...	...	...	...	...	...	...

* Two passed by the Punjab University Standard and three by the Calcutta University Standard.

In the Entrance Examination, out of 6 candidates in all, 5 passed —2 by the Punjab University Standard and 3 by the Calcutta, compared with 7 out of 12 in 1889-90. The numbers both presented and passed are smaller than they were five years ago; but the percentage of successes is greater. In the ordinary Middle School Examination, only 5 out of 16 passed against 3 out of 12 at the previous period; but this examination is now less considered than the special Middle Standard Examination instituted for girls only. In the Middle Standard Examination, 38 candidates appeared, and 25 passed, or 65 per cent., against 8 out of 13 in 1889-90. The passes in the Entrance and Middle School Examinations were from the Schools for Native Christian girls. In the Middle Standard Examination, 7 of the successful candidates were Christians, 8 were Muhammadans, and 10 Hindús. The chief subject of failure in all the examinations was Arithmetic.

Chap. VI, 165.

Female Education (Natives).

Results of the Primary Examinations.

165. The statement below gives the results for the past year and for 1889-90 of the Upper and Lower Primary Examinations:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1894-95	211	148	70·1
	1889-90	135	94	69·6
	Increase	76	54	·5
	Decrease	...	...	...
Aided Schools	1894-95	130	99	76·1
	1889-90	81	53	65·4
	Increase	49	46	10·7
	Decrease	...	...	...
Unaided Schools	1894-95	5	2	40·0
	1889-90	2	2	100·0
	Increase	3	...	...
	Decrease	...	...	60·0
Total	1894-95	346	249	71·9
	1889-90	218	149	68·3
	Increase	128	100	3·6
	Decrease	...	...	...
Lower Primary Examination.				
Board School	1894-95	680	435	63·9
	1889-90	473	278	58·8
	Increase	207	157	5·1
	Decrease	...	...	...
Aided Scho	1894-95	394	255	64·7
	1889-90	147	94	63·9
	Increase	247	161	·8
	Decrease	...	...	...
Unaided Schools	1894-95	19	11	57·9
	1889-90	3	1	33·3
	Increase	16	10	24·6
	Decrease	...	...	...
Total	1894-95	1,093	701	64·1
	1889-90	623	373	59·9
	Increase	470	328	4·2
	Decrease	...	...	...

In the Upper Primary Examination, out of a total of 346 candidates, 249 passed, or nearly 72 per cent., against 149 out of 218, or 68 per cent., five years previously. The Board Schools have the greatest number of passes; whilst the Aided Schools have the highest percentage of successes. In the Lower Primary Examination, 1,093 candidates altogether appeared, and 701 passed, or 64 per cent., compared with 373 out of 623, or about 60 per cent., five years ago. The Board Schools have again the greatest number of passes; whilst the Aided Schools are still somewhat ahead as to percentage of successes. The considerable rise in the number of successful candidates in both examinations may be taken as evidence of fairly satisfactory instructional progress in the circumstances.

Needlework.

166. The important subject of Needlework in Girls' Schools has been receiving increased attention during the last few years; and, on the recommendation of the Educational Conference, it was made a compulsory subject of instruction in Middle Schools two years ago. We also prescribed courses of Needlework for all the Primary and Middle classes with the view to ensuring that all that was desirable should be taught; and the following are the remarks

Chap. VI, 167. Female Education (Natives).

of the Inspectress regarding the progress recently made :—"There is a decided improvement in this subject, though it is not taught in many schools up to the prescribed standards. The Christian Schools only are sufficiently advanced for this; whilst for the Hindú and Muhammadan Schools it is most difficult. Knitting they find easy enough; and the Muhammadans are beginning to improve in plain needlework; but to the Hindús, it does not come naturally. Still I think we should persevere, and not allow *Kashída* work to take the place of plain sewing, as the former they can, and will, learn in their own houses. In the Alexandra School, the Church Mission Middle Schools, and the Christian Boarding Schools at Delhi, the needlework is excellent. It is improving in the Victoria School, Lahore, and in the Municipal Board Schools at Amritsar. In many Hindú Schools, I saw good *Kashída* work." Regarding the schools not seen by the Inspectress, the Inspectors report an increased interest and some progress, with a difficulty about introducing the new courses from the want of competent teachers.

Domestic Economy.

167. The Sughar Bíví, or Good House Mother, which was specially prepared for the schools by Mrs. Steel, has been used in the Vernacular as a text-book in Physiology, Hygiene, and Domestic Economy in the Middle classes since 1890; and these subjects are said to have become very popular. Practical housekeeping could only be taught to any effect in the Boarding Schools; and the subject is, I am glad to learn, receiving more attention than formerly. In all Girls' Schools, especially in Orphanages where there are no mothers to see to this part of their daughters' education, actual cooking and house-keeping should be given an importance above any book-learning.

Training, discipline, &c.

168. The behaviour of the girls continues to be favourably reported on. They are gentle and docile, and want only training and good influence to produce the best results. Unfortunately, in the Primary Schools, these requirements are not yet available; and until the quality of the teachers is improved, there can be little hope of much character training in the Village Schools. The Ráwalpindi Inspector reports a case in which a teacher compelled a girl, who had passed the Upper Primary Standard, to sit for the Lower Primary Examination; and, no doubt, the influence of the teacher is frequently the opposite of beneficial. It is, however, different in the Secondary Schools, where, almost without exception, the training and discipline are excellent, the effect of which will in time reach down below. The accommodation provided for Girls' Schools is often defective; and this hampers organization and order, where these would otherwise be possible. The provision of special Moral Readers for Girls' Schools is still engaging the attention of the Text-Book Committee; but the special need in behalf of moral training is efficient Female Teachers.

Progress during the last five years.

169. During the last five years, the number of Public Schools for girls has risen by 12 per cent.; the number of scholars has increased by 32 per cent.; the number of passes by the public examination standards has more than doubled; and from these figures it is evident that the progress for the period, both numerical and instructional, has been considerable. There has also been some improvement in the regularity with which the scholars attend, and in the work and diligence of the teachers. Needlework, too, has made progress; and, as noted in the last Chapter, the number of children under training for Teachers' Certificates is increasing. But the most marked advance has been in the growth, during the last year or two, of private effort in behalf of female education, resulting in the opening of several Unaided Schools, and implying that, at least in some quarters, the apathy and opposition hitherto prevailing are beginning to disappear.

170. As to the future, the fact just noticed, namely, activity in the cause by the people themselves, and chiefly by the members of the Arya Samáj, may be taken as a hopeful sign. Other such signs there are, in the increasing number of girls of the better class who now attend school, and in the awakening desire here and there on the part of the girls themselves for education. Speaking of the Victoria School, Lahore, Mrs. Rodgers says: "A large number of a superior class attend. This struck me when I visited the school last month. So many of the girls looked so bright, well-dressed, clean, and intelligent, that I saw at once they were from good families." Speaking of the girls who attend the Gurmukhí class attached to the Boys' School at Kohát, Lála Ságar Chand remarks again this year: "Sixteen of the scholars are girls, most of them the daughters of well-to-do persons, and one of them comes to school daily from a village a mile, or a mile and a half, from Kohát." These facts cannot be mistaken. On the other hand, there are the great difficulty of providing fit teachers, the irregular attendance of the scholars in all but the best schools, and the short periods of study arising from the custom of early marriage, which tell all the other way. To meet the case of those who leave school early, the scheme of *Home Classes*, suggested last year in the report of the Punjab Association, has been put into operation in Lahore, and some sixty young women are now receiving education of a sort in this way. It seems to me that this plan, which might be carried to a considerable extent in all the large towns, together with the Zanána Classes of Missionary Ladies which now return 867 scholars, as likely to react on the younger girls of the families reached, may, in the near future, remove many of the obstacles which now seriously obstruct the cause of female education in this Province.

p. VII, A, 171.

lcation of ropeans.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	3	1	2	...	5	3	2	...
	Aided — Middle	7	4	3	...	11	10	1	...	18	14	4	...
	Aided — Primary	3	3	...	...	2	3	...	1	5	6	...	1
	Aided — Total	12	9	3	...	16	14	2	...	28	23	5	...
	Unaided — High	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Middle	...	1	...	1	...	2	...	2	...	3	...	3
	Unaided — Primary	...	1	...	1	...	...	...	...	...	1	...	1
	Unaided — Total	...	2	...	2	...	2	...	2	...	4	...	4
	Total Public Schools	14	13	1	...	18	18	...	...	32	31	1	...
	Private Schools	4	4	...	...	5	4	1	...	9	8	1	...
	Total Public and Private Schools	18	17	1	...	23	22	1	...	41	39	2	...
Number of Scholars in	Sanáwar Asylum	289	243	46	...	216	214	2	...	505	457	48	...
	Murree Asylum	94	96	...	2	86	72	14	...	180	168	12	...
	Aided Schools. — High	215	179	36	...	174	28	146	...	389	207	182	...
	Aided Schools. — Middle	310	181	129	...	601	507	94	...	911	688	223	...
	Aided Schools. — Primary	83	99	...	16	75	80	...	5	158	179	...	21
	Aided Schools. — Total	608	459	149	...	850	615	235	...	1,458	1,074	384	...
	Unaided Schools. — High	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided Schools. — Middle	...	25	...	25	...	51	...	51	...	76	...	76
	Unaided Schools. — Primary	...	20	...	20	...	...	...	...	...	20	...	20
	Unaided Schools. — Total	...	45	...	45	...	51	...	51	...	96	...	96
	Total Public Schools	991	843	148	...	1,152	952	200	...	2,143	1,795	348	...
	Private Schools	71	30	41	...	98	52	46	...	169	82	87	...
	Total Public and Private Schools	1,062	873	189	...	1,250	1,004	246	...	2,312	1,877	435	...
Scholars in Public Schools in	High Stage	79	68	11	...	39	15	24	...	118	83	35	...
	Middle Stage	291	187	104	...	301	220	81	...	592	407	185	...
	Total Secondary Stage	370	255	115	...	340	235	105	...	710	490	220	...
	Upper Primary Stage	265	240	25	...	364	258	106	...	629	498	131	...
	Lower Primary Stage	356	348	8	...	448	459	...	11	804	807	...	3
	Total Primary Stage	621	588	33	...	812	717	95	...	1,433	1,305	128	...
	Total Secondary and Primary Stages	991	843	148	...	1,152	952	200	...	2,143	1,795	348	...

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

Section A.—Education of Europeans.	Paras.	Section B.—Muhammadan Education.	Paras.
General statistics	171	Comparative table	185
Number of schools and scholars ...	172	Numbers and comparisons	186
Grades of schools and stages of instruction	173	Special evidence of progress	187
Expenditure	174	Special encouragement of Muhammadan education and Special Schools	188
Fees	175	Section C.—Education of Native Chiefs, &c.	
Scholarships	176	The Aitchison College	189
Examination results	177	Number of scholars	190
Boarding arrangements	178	Condition of the classes	191
Conduct and discipline	179	Sons of gentlemen of rank	192
General progress	180	Section D.—Education of Low Castes, &c.	
Lawrence Asylum, Sanáwar	181	Special Schools for Low-caste children	193
Ditto Murree	182	Delhi Circle Schools	194
Private Schools	183	Lahore Circle Schools	195
Revision of the Code	184	Ráwalpindi Circle Schools	196

SECTION A.—EDUCATION OF EUROPEANS.

Statistical table.

171. The table on the opposite page gives the number of European Schools in the Province at the end of the past year, and the number and distribution of the scholars attending them, together with the figures for 1889-90.

Number of schools and scholars.

172. The number of Public Schools is now 32, with 2,143 scholars, compared with 31 schools and 1,795 scholars five years ago. The number of Private Schools now returned is 9, with 169 scholars, against 8 schools and 82 scholars in 1889-90. Of both Public and Private Schools there are now 41—18 for boys and 23 for girls, with 2,312 scholars—1,062 boys and 1,250 girls, compared with 39 schools and 1,877 scholars in 1889-90. The increase of only 2 schools, but of 435 scholars, shows that the average number in each is considerably higher than formerly.

Grades of schools and stages of instruction.

173. According to the grade of instruction of the Public Schools, there are now 9 High Schools in the Province, 18 Middle Schools, and 5 Primary Schools, compared with 7, 17, and 7, respectively, in 1889-90. The number of scholars in the Secondary classes is 710, of whom 118 are at the High stage, against 490 and 83 five years ago. Of those at the Secondary stage 370 are boys and 340 girls. The number at the Primary stage is 1,433, compared with 1,305, in 1889-90. The numerical advance was confined to the stages above the Lower Primary.

Expenditure.

174. The table on the next page gives the total direct expenditure on European Schools from different sources for the past year, together with the number and cost of the scholarships current, and contrasts these with the returns for 1889-90. The total direct expenditure on all the schools was Rs. 1,52,448, or Rs. 17,565 more than in 1889-90, about two-thirds of the rise being covered by increased fees. Of the total expenditure, Rs. 77,745 was contributed by Government, Rs. 55,106 from Fees, and Rs. 19,597 from the School Funds. Leaving out the cost of the Military Asylums at Sanáwar and Murree, or Rs. 35,782, the total expenditure on the ordinary Aided Schools was Rs. 1,16,666, *thirty-eight* per cent. of which was met from Provincial Revenues, a little over *forty-five* per cent. from Fees, and a little under *seventeen* per cent. from the School Funds. The average cost of educating a scholar in the Asylums was about Rs. 53-11 per annum; in the Aided Schools, it was, according to the present returns, Rs. 88-3; but in some of the schools we have not yet arrived at a correct apportionment of what ought to be debited to Boarding and Tuition, respectively, although we are nearer this than formerly.

Chap. VII, A, 174.

Education of Europeans.

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Sanáwar Asylum.	Imperial Revenues	14,679	14,177	502	...	6,680	5,115	1,565	...	21,359	19,292	2,067	...
	Fees	1,184	1,095	89	...	592	274	318	...	1,776	1,369	407	...
	Total ...	15,863	15,272	591	...	7,272	5,389	1,883	..	23,135	20,661	2,474	...
Murree Asylum.	Provincial Revenues	7,286	6,865	421	...	5,361	4,992	369	...	12,647	11,857	790	...
	Total ...	7,286	6,865	421	...	5,361	4,992	369	...	12,647	11,857	790	...
Aided High Schools.	Provincial Revenues	8,913	9,390	...	477	5,863	2,416	3,447	...	14,776	11,806	2,970	...
	Fees	19,146	14,844	4,302	...	13,343	1,326	12,017	...	32,489	16,170	16,319	...
	Other Sources ...	396	1,670	...	1,274	500	1,356	...	856	896	3,026	..	2,13
	Total ...	28,455	25,904	2,551	...	19,706	5,098	14,608	...	48,161	31,002	17,159	...
Aided Middle Schools.	Provincial Revenues	8,031	5,634	2,397	...	17,844	19,181	...	1,337	25,875	24,815	1,060	...
	Fees	7,559	4,713	2,846	...	10,455	12,534	...	2,079	18,014	17,247	767	...
	Other Sources ...	9,894	4,614	5,280	..	5,161	5,088	73	...	15,055	9,702	5,353	...
	Total ...	25,484	14,961	10,523	...	33,460	36,803	...	3,343	58,944	51,764	7,180	...
Aided Primary Schools.	Provincial Revenues	1,669	1,138	531	...	1,419	1,788	...	369	3,088	2,926	162	
	Fees	1,342	1,472	...	130	1,485	983	502	...	2,827	2,455	372	
	Other Sources ...	1,992	3,264	...	1,272	1,654	724	930	...	3,646	3,988	...	
	Total ...	5,003	5,874	...	871	4,558	3,495	1,063	...	9,561	9,369	192	
Total Aided Schools.	Provincial Revenues	18,613	16,162	2,451	...	25,126	23,385	1,741	...	43,739	39,547	4,192	
	Fees	28,047	21,029	7,018	...	25,283	14,843	10,440	...	53,330	35,872	17,458	...
	Other Sources ...	12,282	9,548	2,734	...	7,315	7,168	147	...	19,597	16,716	2,881	...
	Total ...	58,942	46,739	12,203	...	57,724	45,396	12,328	...	1,16,666	92,135	24,531	...
Unaided Middle Schools.	Fees	...	2,835	...	2,835	...	3,204	...	3,204	...	6,039	...	6,03
	Other Sources ...	...	3,439	...	3,439	...	446	...	446	...	3,885	...	3,88
	Total ...	...	6,274	...	6,274	...	3,650	...	3,650	...	9,924	...	9,92
Unaided Primary Schools.	Other Sources ...	...	306	...	306	...	...	...	...	...	306	...	3
	Total ...	...	306	...	306	...	...	...	...	...	306	...	30
Total Unaided Schools.	Fees	...	2,835	...	2,835	...	3,204	...	3,204	...	6,039	...	6
	Other Sources ...	...	3,745	...	3,745	...	446	...	446	...	4,191	...	
	Total ...	...	6,580	...	6,580	...	3,650	...	3,650	...	10,230	...	1
Total Public Schools.	Imperial Revenues	14,679	14,177	502	...	6,680	5,115	1,565	...	21,359	19,292	2,067	...
	Provincial Revenues	25,899	23,027	2,872	...	30,487	28,377	2,110	...	56,386	51,404	4,982	...
	Fees	29,231	24,959	4,272	...	25,875	18,321	7,554	...	55,106	43,280	11,826	...
	Other Sources ...	12,282	13,293	...	1,011	7,315	7,614	...	299	19,597	20,907	...	1,31
	Total ...	82,091	75,456	6,635	...	70,357	59,427	10,930	...	1,52,448	1,34,883	17,565	...
Scholarships.													
Number of Government Scholarships		24	18	6	...	9	7	2	...	33	25	8	...
Number of other Scholarships ...		2	2	...	...	...	...	...	...	2	2	...	...
Expenditure from	Provincial Revenues	1,804	864	940	...	727	385	342	...	2,531	1,249	1,282	
	Other Sources ...	130	100	30	...	...	...	...	...	130	100	30	...
	Total ...	1,934	964	970	...	727	385	342	...	2,661	1,349	1,312	...

Chap. VII, A, 175.

Education of Europeans. Fees.

175. The income from Fees is returned as Rs. 55,106, compared with Rs. 43,280 five years ago. The rise was mainly in the High Schools owing to the increased attendance, and was less in the Middle Schools than might have been expected for the same reason. With the increase in Fees, the expenditure from School Funds naturally falls; and, in such cases, as remarked by the Inspector, we have a right to look for improved accommodation and appliances. Compared with last year, the income from Fees shows a considerable decline, owing to the exclusion of Music Fees in the case of the Convent Schools. These fees, as not derived from a Code subject, Managers are allowed to credit against indirect expenditure.

Scholarships.

176. Thirty-three Government Scholarships were current at the end of the year, compared with 25 in 1889-90, 24 being held in the Boys' Schools and 9 in the Girls'. As these scholarships are won in open competition, the larger number on the side of the Boys' Schools would seem to imply greater efficiency; but this is not confirmed, as will be noticed later on, by the results of all the examinations taken together. Two other scholarships, as in 1889-90, were also current, making 35 scholarships in all, or an average of one in about every 20 of the scholars in the classes in which scholarships are tenable. The total expenditure on Scholarships for the past year was Rs. 2,661, against Rs. 1,349 five years ago. The schools which chiefly distinguished themselves in the last Scholarship Examination were the Christ Church Boys' School, the Auckland House School, and the Sanáwar Asylum Girls' School.

Examination results.

177. The table on the following page gives the results of the University Entrance Examination, and of the various Departmental Standard Examinations for the past year, in contrast with the results for 1889-90. In the Entrance Examination of the Calcutta University, 6 out of 11 passed, against 10 out of 17 in 1889-90; but, during the last five years, most of the European Schools in this Province have taken to the Final Standard Examination instead of the Entrance, as was desired. The successful candidates were all contributed by the Bishop Cotton School at Simla; and it is much to the credit of that institution that 7 out of 8 candidates also passed the First Arts Examination of the Calcutta University, as stated in Chapter III. In the Final Standard Examination, which has been reckoned as equivalent to the Entrance Examination since 1891, 35 candidates appeared, and only 11 passed, or 31 per cent. In 1889-90 the solitary candidate in this examination failed. In the Middle Standard Examination, 32 out of 57 passed, or 56 per cent., compared with 22 out of 31, or 71 per cent. In the Primary Standard Examination, 95 out of 132 passed, or 72 per cent., against 48 out of 63, or 76 per cent. The girls did much better than the boys in the Final and Middle Standard Examinations; but the reverse was the case in the Primary Standard. The remaining returns given in the table are the results of the Inspector's annual examination of the schools. By the VII Standard, 112 out of 155 passed, or 72 per cent., against 48 out of 68 in 1889-90; by the IV Standard, 206 passed out of 298, or 69 per cent., against 135 out of 242; and by the II Standard, 195 passed out of 280, or also 69 per cent., against 133 out of 219. In all the Inspector's examinations, the girls show better than the boys; and on this Mr. Cope remarks: "There is no doubt, I think, that, excepting the two Asylums at Sanáwar and Murree, the Girls' Schools are considerably more efficient than the Boys'." He states, at the same time, that too much reliance should not be placed on a mere comparison of passes, as, according to the present payment by results system, a bare pass counts as highly as a pass with credit.

Chap. VII, A, 177.

Education of Europeans.

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
Entrance Examination.		Boys	11	17	...	6	6	10	...	4	54·5	58·8	...	4·3
		Girls	3	...	3	...	...	...	...	...	...	...	...	...
Final Standard Examination.		Boys	18	...	18	...	4	...	4	...	22·2	...	22·2	...
		Girls	17	1	16	...	7	...	7	...	41·1	...	41·1	...
Scholarship Examinations. — Middle Standard Examination.	Boys	Sanáwar Asylum	15	...	15	...	3	...	3	...	20·0	...	20·0	...
		Murree Asylum	3	9	...	6	1	8	...	7	33·3	88·8	...	55·5
		Aided Schools ...	18	10	8	...	9	8	1	...	50·0	80·0	...	30·0
		Total ...	36	19	17	...	13	16	...	3	36·1	84·2	...	48·1
	Girls	Sanáwar Asylum	6	...	6	...	6	...	6	...	100·0	...	100·0	...
		Murree Asylum	2	6	...	4	1	3	...	2	50·0	50·0	...	...
		Aided Schools ...	13	6	7	...	12	3	9	...	92·3	50·0	42·3	...
		Total ...	21	12	9	...	19	6	13	...	90·4	50·0	40·4	...
Scholarship Examinations. — Primary Standard Examination.	Boys	Sanáwar Asylum	16	...	16	...	16	...	16	...	100·0	...	100·0	...
		Murree Asylum	8	16	...	8	8	15	...	7	100·0	93·7	6·3	...
		Aided Schools ...	35	24	11	...	26	16	10	...	74·3	66·6	7·7	...
		Total ...	59	40	19	...	50	31	19	..	84·7	77·5	7·2	...
	Girls	Sanáwar Asylum	15	...	15	...	15	...	15	...	100·0	...	100·0	...
		Murree Asylum	4	4	...	...	3	3	...	...	75·0	75·0	...	...
		Aided Schools ...	54	19	35	...	27	14	13	...	50·0	73·6	...	23·6
		Total ...	73	23	50	...	45	17	28	..	61·6	73·9	...	12·3
Standard VII.	Boys	Sanáwar Asylum	19	2	17	...	18	1	17	...	94·7	50·0	44·7	...
		Murree Asylum	9	10	...	1	7	7	...	...	77·7	70·0	7·7	...
		Aided Schools ...	53	23	30	...	32	20	12	...	60·3	86·9	...	26·6
		Total ...	81	35	46	...	57	28	29	...	70·3	80·0	...	9·7
	Girls	Sanáwar Asylum	18	7	11	...	17	3	14	...	94·4	42·8	51·6	...
		Murree Asylum	6	7	...	1	6	4	2	...	100·0	57·1	42·9	...
		Aided Schools ...	50	19	31	...	32	13	19	...	64·0	68·4	...	4·4
		Total ...	74	33	41	...	55	20	35	...	74·3	60·6	13·7	...
Standard IV.	Boys	Sanáwar Asylum	42	38	4	...	39	21	18	...	92·8	55·2	37·6	...
		Murree Asylum	14	16	...	2	12	10	2	...	85·7	62·5	23·2	...
		Aided Schools ...	66	67	...	1	26	41	...	15	39·3	61·1	...	21·8
		Total ...	122	121	1	...	77	72	5	...	63·1	59·5	3·6	...
	Girls	Sanáwar Asylum	30	26	4	...	28	14	14	...	93·3	69·2	24·1	...
		Murree Asylum	15	8	7	...	13	...	13	...	86·6	50·0	36·6	...
		Aided Schools ...	131	87	44	...	88	49	39	...	67·1	56·3	10·8	...
		Total ...	176	121	55	...	129	63	66	...	73·2	52·0	21·2	...
Standard II.	Boys	Sanáwar Asylum	45	34	11	...	40	15	25	...	88·8	44·1	44·7	...
		Murree Asylum	16	14	2	...	11	12	...	1	68·7	85·7	...	17·0
		Aided Schools ...	66	61	5	...	31	41	...	10	46·9	67·0	...	20·1
		Total ...	127	109	18	...	82	68	14	...	64·5	62·3	2·2	...
	Girls	Sanáwar Asylum	33	15	18	...	30	12	18	...	90·9	80·0	10·9	...
		Murree Asylum	11	9	2	...	5	5	...	...	45·4	55·5	...	10·1
		Aided Schools ...	109	86	23	...	78	48	30	...	71·5	55·8	15·7	...
		Total ...	153	110	43	...	113	65	48	...	73·8	59·0	14·8	...

Chap. VII, A, 178.

Education of Europeans.

Boarding arrangements.

178. Most of the schools for European children are Boarding as well as Day Schools; and the boarding arrangements are said to be, as a rule, very satisfactory. In some cases, as in the Military Asylums, the Convent Schools, the Bishop Cotton School, the Auckland House School, the Mayo School, St. Deny's School, St. Thomas School, and the Lahore Orphanages, they are, in most respects, excellent. The Inspector speaks of defective Hospital arrangements in some instances, and of the need, in many of the schools, of Recreation Rooms and small Libraries of entertaining and wholesome literature. These requirements are important, the supply of which the improving pecuniary condition of the schools is likely to render more and more possible every year now; and, as a fact, something has been done in these directions, in one or two schools, during the last few years, with the aid of special grants from Government.

Conduct and discipline.

179. The conduct of the scholars continues to be favourably reported on; and the discipline and tone are, in most cases, all that could be wished, particularly in the Girls' Schools. Mr. Cope refers, however, to a loutishness of manner observable in some of the Boys' Schools, which it should be the earnest endeavour of all concerned to correct. A few cases of copying at examination are still noted, as well as cases of petty pilfering; and these are defects which want seeing to.

General progress.

180. The number in attendance on the schools has risen during the last five years by 23 per cent.; the numbers passing the Written Examinations have risen by 80 per cent., and those passing in the Inspector's Examinations, by 62 per cent.; and these are evidence of tangible progress both numerically and instructionally. In other respects also, a satisfactory advance has been made. "Great strides," says the Inspector, "have been made in the last five years in Drill and Physical Exercises in both Boys' and Girls' Schools. In almost every school now, the Drill or Physical Exercise is good, and in some quite excellent. Musical Drill is common in all Girls' Schools, that at the Mayo School, Auckland House, and the Lahore Convent, if I except Sanáwar, being probably about the best. The Infants almost always do action-songs, which they seem thoroughly to enjoy. In Boys' Schools we have good drill, and very many of the boys are efficient cadets; but I think that the Physical Exercises might be more interesting than they are, as a rule, for the smaller boys." The schools are said to be better supplied with accommodation, furniture, and apparatus than they were five years ago; and, in a number, the teaching staff has been greatly improved. Mr. Cope considers that there is still too great a tendency to teach books than subjects under the present system of awarding grants; but, on the whole, it may be said that there has been appreciable progress during the quinquennium in most respects.

Lawrence Asylum, Sanáwar.

181. The special report for the past year on the Lawrence Military Asylum, Sanáwar, which was submitted to Government, in September last, was, on the whole, very satisfactory. At the end of the year, there were 505 on the rolls—289 boys and 216 girls—compared with 457 in 1889-90. In the Infant Department, the Kindergarten system is followed; the education imparted gives them a good start in the Main Schools; the children are bright and intelligent; and their physical exercises and recitation are excellent. In the Main Schools, with the exception of the Reading and Recitation on the boys' side in some of the lower standards, the work had generally been very well done. The map-drawing of the boys is excellent; and the musical drill of the girls "stands

Chap. VII, A, 182.
Education of Europeans.

without a rival" in the Province. The industrial and domestic training continues to receive every attention. The conduct of the children is again said to have been very good; and the general health throughout the year was satisfactory. The Pupil Teachers on both the boys' and girls' side seem to work well, and their training receives much attention. Great improvements have been made in this Asylum during the last five years. New barracks for all the children have been built; a gymnasium has been provided; kitchen ranges have been got out from England on the most improved pattern; and, as Mr. Cope remarks, "not many more improvements are needed to make the place perfect." There can be no doubt that this institution serves admirably the useful object for which it is intended.

Lawrence Asylum, Murree.

182. The number on the rolls of the Lawrence Memorial Asylum, Murree, at the end of the year, was 180 (boys 94, girls 86), compared with 168 in 1889-90. The Inspector's report was, on the whole, favourable. The defects pointed out in the previous year had been generally removed; and the examination results were, in most subjects, satisfactory. There is still deficiency, here and there, in Reading and Urdú on the boys' side, and in Geography and History on the girls'. The hand-writing and needlework of the girls are excellent. The boys are well drilled; and the Volunteer Corps is highly efficient. Good use was made of the Carpenters' Shop during the year; and the domestic training of the girls is all that it could be. The conduct and discipline continue thoroughly satisfactory; and the organization and management leave nothing to be desired. One is struck, in going through this institution, with the complete fitness, order, and cleanliness of everything, which reflect great credit on the Principal and his staff. During the year, the School Chapel was completed, which has set free a useful addition to the school-room accommodation of the girls.

Private Schools.

183. The table at the beginning of this Chapter gives 9 Private Schools as existing at the end of the year, attended by 169 scholars; but, although this return is completer than in previous years, it does not, it is said, include all the schools of this description now existing in the Province. The most important of these schools are in Simla, intended for the children of parents of good social position; and they seem to successfully meet a pressing and yearly increasing want. To take the case of the Rev. G. W. Tomkins' School at Simla, it appears that, during the last five years, a number of the highest places in the examinations of the Finance Department, the D.P.W. Accounts, the Punjab Police, the Forest School, and the Roorkee College, have been won by pupils of this school; three have passed the Sandhurst Preliminary Examination; and several have taken good places in the English Public Schools. Other schools are doing similar work; Miss Keir Thomson's and Mrs. Lewis Gordon's Schools for girls are favourably spoken of; and it is satisfactory that such schools, conducted with efficiency, should be found to arise very much as they are wanted.

Revision of the Code.

184. During the past year a Committee, appointed by the Government of India, met to consider certain points connected with the education of Europeans in this country, and to revise the Code for European Schools in the light of past experience. The report has not yet been made public; but enough is known to make it likely that a desirable change will be made in the mode of determining grants, by the substitution of the general efficiency of a school for the number of individual passes by standards.

SECTION B—MUHAMMADAN EDUCATION.

Chap. VII, B, 185.
Muhammadan Education.
Comparative table.

185. The table on the next page gives the number of Muhammadans attending the various educational institutions in the Province at the end of the past year, and in 1889-90. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Numbers and comparisons.

186. The total number of Muhammadans under instruction is now returned as 127,907, compared with 139,793 five years ago, or a fall of 11,886. The decline was solely on the side of the males, and in the Private Schools; whilst, on the side of the females, there was a rise of 3,268 scholars, and in the Public Schools for males, of 14,469. The striking fall in the attendance on Private Schools for males, which will be specially considered in the next Chapter, was mainly in the purely Rote Schools, and the result of a steadily growing depreciation of the old type of school in proportion as the new learning is taking hold of the people. The increased attendance in the Public Schools was, as already explained, partly due to the fact that the Indigenous and Elementary Schools in receipt of grants have this year, for the first time, been returned as Public Schools; and this also partly accounts for the reduced returns for Private Schools. More than one-half of the decline in the Private Schools was in the Ráwalpindi Circle, as was to be expected from the kind of school mostly concerned. The number of Muhammadan boys in attendance on schools of all kinds is 12·12 per cent. of the number of a school-going age, compared with 15·44 per cent. in the case of Hindús, and 16·59 per cent. in the case of Sikhs. In schools for girls, the percentage of attendance is 1·83 for Muhammadans, 1·21 for Hindús, and 2·24 for Sikhs. Taking attendance on Public Schools as the most reliable test of real progress in education, it will be found that, whilst only 1 in every 14 Muhammadan boys attend school, and 1 in 185 girls—compared with 1 in 16 and 1 in 200, respectively, five years ago—the corresponding return for Hindús is 1 in 8 for boys and 1 in 103 for girls, and for Sikhs, 1 in 7 for boys, and 1 in 52 for girls.

Special evidence of progress.

187. The following facts may be given as special evidence of progress. In Public Institutions of all kinds, the number of Muhammadan scholars has increased during the last five years by 28 per cent.; in schools for Secondary Education, it has increased by 29 per cent.; in institutions for University Education, the rise is over 55 per cent.; and in every kind of institution, except the Oriental College, a rise is recorded. In the last M. A. Examination, only one of the successful candidates was a Muhammadan; but there were five such in the two years preceding, compared with only 2 in the whole previous quinquennium. In the last B. A. Examination, only 6 Muhammadans passed; but 18 passed in the previous year, against 13 in 1889-90. In the Intermediate (Arts) Examination, 42 Muhammadans passed last year, two of these taking the *third* and *fifth* places; and, in the Entrance (Arts) Examination, 195 passed, one taking the absolutely highest place in the order of merit, and eight being among the first twenty. In the last M. O. L. Examination, the only successful candidate was a Muhammadan; the *first* and *second* on the B. O. L. list were also Muhammadans, as well as the first on the Intermediate (Oriental) Examination list. The solitary passes in the last Licentiate-in-Law and Second M. B. Examinations were Muhammadans. These facts are ample proof that the Muhammadan community, which once held severely aloof from our educational system, have awakened to the need, and, I believe, the propriety also, of fully fitting themselves to hold their own in the struggle of life.

CHAPTER VII.—EDUCATION OF SPECIAL CLASSES.

Chap. VII, B, 185.

Muhammadan Education.

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDÚS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindús.				Sikhs.			
	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	155	92	63	...	671	226	445	...	69	31	38	...
Oriental College	42	50	...	8	26	25	1	...	5	6	...	1
Medical College	47	15	32	...	138	68	70	...	18	5	13	...
In Secondary Stage. Anglo-Vernacular ...	2,975	2,210	765	...	6,630	4,882	1,748	...	965	694	271	...
In Secondary Stage. Vernacular...	1,316	1,121	195	...	2,206	2,179	27	...	589	517	72	...
In Primary Stage ...	60,563	47,261	13,302	...	68,378	57,143	11,235	...	14,305	11,575	2,730	...
In Training Schools ...	125	110	15	...	186	184	2	...	30	21	9	...
In School of Art	99	48	51	...	37	21	16	...	33	27	6	...
In Law School	31	8	23	...	228	44	184	...	30	2	28	...
In Medical School ...	89	73	16	...	174	93	81	...	37	21	16	...
In Industrial Schools ...	242	232	10	...	124	27	97	...	143	98	45	...
In other Special Schools	70	65	5	...	12	14	...	2	12	11	1	...
Total Public Institutions	65,754	51,285	14,469	...	78,810	64,906	13,904	...	16,236	13,008	3,228	...
Scholars at Private Schools	47,188	76,785	...	29,597	18,533	22,195	...	3,662	3,276	5,508	...	2,232
Total Scholars at Institutions of all kinds ...	112,942	128,070	...	15,128	97,343	87,101	10,242	...	19,512	18,516	996	...
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools ...	·32	·26	·6	...	1·05	·83	·22	...	·82	·72	·10	...
Scholars attending Public Institutions ...	7·06	6·06	1	...	12·50	11·14	1·36	...	13·81	13·56	·25	...
Scholars attending Institutions of all kinds,	12·12	15·14	...	3·02	15·44	14·95	·49	...	16·59	19·30	...	2·71
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular ...	3	...	3	...	...	1	...	1	...	...	...	...
In Secondary Stage. Vernacular ..	40	17	23	...	32	20	12	...	13	16	...	3
In Primary Stage ...	4,354	3,656	698	...	5,153	3,575	1,578	...	1,747	1,435	312	...
Total Public Schools ...	4,397	3,673	724	...	5,185	3,596	1,589	...	1,760	1,451	309	...
Scholars at Private Schools	10,568	8,024	2,544	...	1,249	1,027	232	...	278	197	81	...
Total Scholars at Institutions of all kinds ...	14,965	11,697	3,268	...	6,434	4,623	1,811	...	2,038	1,648	390	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools ...	·54	·50	·04	...	·97	·73	·24	...	1·93	2·00	...	·07
Scholars attending Schools of all kinds...	1·83	1·59	·24	...	1·21	·95	·26	...	2·24	2·28	...	·04

Chap. VII, B, 188.

Muhammadan Education.

Special encouragement of Muhammadan education and Special Schools.

188. Special *Jubilee* Scholarships for the encouragement of Muhammadan Education were founded by the Punjab Government in 1887, to be continued, in the first instance, for five years; and, in 1892, sanction was accorded to the continuance of these scholarships for a further period. At the end of the past year, 228 of these scholarships were current—15 in Colleges, 203 in Secondary Schools, and 10 in Primary Schools; and there can be no doubt about the help these have been to deserving lads, who would not otherwise have been able to pay the high fees now demanded for an English education. Schools for the special benefit of this community are gradually springing up, and have much increased in number and importance during the last five years. In Delhi, the Anglo-Arabic School maintains its good name for efficiency, and now occupies the building of the old Ghází-ud-dín Madrassa, which was adapted, and made over to it in 1892. The Shurfá-i-Hind School, also in Delhi, and intended chiefly for the descendants of the Taimúriya family, which was opened in 1891 by Sháhzáda Suraya Jáh, still exists; but it is not doing very well. In the Jullundur Circle, the two Haqqání Schools at Ludhiána continue to exist, one having been raised to the Middle grade since 1889-90; and the Inspector reports another school of some promise recently opened at Dakoha, near the Jullundur Cantonment. In the Lahore Circle, the Islámiya Schools at Amritsar and Lahore are prosperous and well-managed institutions; and the new school at Gujránwála has made a fairly good start. The opening of a College four years ago, in connection with the Islámiya School at Lahore, may also be noticed as a special convenience to the Muhammadan community. In the Ráwalpindi Circle there are six schools specially intended for Muhammadans, which are all the growth of the last five years. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán, also of recent growth, are said to be doing well.

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

Aitchison College.

189. The Aitchison College affords an excellent provision for the education of the sons of the Native Chiefs and gentry of the Province. The College was established in 1886; but it was not until 1890 that the present spacious and convenient buildings were occupied, which have added so much to the suitability of the institution to its object. Its aim is to give the training of a first class English Public School, carefully respecting at the same time, and observing, the customs of the different classes of scholars. Since the close of the year the institution has sustained a sad loss in the death of Mr. Robinson, who had been Principal since the opening of the College, and was very popular among the boys.

Number of scholars.

190. The number in attendance at the end of the past year was 73, compared with 68 five years ago. The highest roll number was reached in 1892, at 86. Of the total now on the rolls, 9 attend for instruction various classes of the Lahore Government College; 14 belong to the High Department, 24 to the Middle, and 26 to the Primary. The object of sending students to the Government College is to obviate the expense of maintaining a College Department; and there is much in favour of this, so long as the students come strictly under College discipline out of class hours. The number in the Primary Department remains low; but it is chiefly at this age that the home ties weigh most against the new notion in this country of a Boarding School.

Condition of the classes.

191. The report of the Inspector of Schools for the past year was not altogether favourable. Translation into English had been insufficiently practised; the hand-writing was not good; and some of the teaching had been too mechanical. But the actual number

Chap. VII, C, 192.

Education of Native Chiefs, &c.

of passes in the Inspector's examination was not bad, namely, 5 out of 6 by the Upper Primary Standard, and all the candidates by the Lower Primary. The sixth candidate in the Upper Primary Examination passed in the Vernacular, but failed in English. It was the absence of any high level of proficiency that struck Mr. Cope. His suggestions as to securing greater regularity of attendance, a closer supervision of the junior classes, and more trained teachers, have, I believe, been considered by the Committee of Management. The results for the higher classes in the examinations of the Punjab University were not satisfactory. In the Middle School Examination, 3 out of 4 passed; in the Entrance Examination, only one out of 4; and the candidates who appeared for the Intermediate and B. A. Examinations all failed.

Sons of gentlemen of rank.

192. With regard to the advance of education among the gentry of the Province generally, it may be said that the onward movement has reached all but the very top crust only in a slightly less degree than below. According to the returns of the Inspector, the Delhi Circle has 20 boys of family rank, of whom 9 attend the Aitchison College, 6 are reading in ordinary Public Schools, and 5 are being privately educated. The Inspector of the Jullundur Circle returns 123 of good social rank, and of school-going age, of whom 8 read in the Aitchison College, 86 attend the ordinary Public Schools, one is reading for a Degree in the Lahore Mission College, 16 are being privately educated, 3 have finished their education on passing the Upper Primary Examination, and 9 receive no instruction. Among the last, the chief case is that of Muhammad Qutab-ud-dín, the young Nawáb of Mamdaut. The Lahore Circle returns 108, of whom 13 attend the Aitchison College, 3 are undergoing a Collegiate training, 88 are reading in the ordinary Public Schools, 2 are being privately educated, and 2 receive no instruction. In the Ráwalpindi Circle, 133 boys of family rank are returned, 3 of whom attend the Aitchison College, 120 read in the ordinary schools, and 10 receive private instruction at their homes. The Deraját Circle returns 125 boys of this class, of whom 4 attend the Aitchison College, one is studying in the M. A. O. College at 'Alígarh, 96 read in the ordinary Public Schools, 19 are being privately educated, and 5 receive no instruction. I am not able to say that these returns are quite complete, and, indeed, the distinction of gentlemen of rank is not very precise; but that only 16 out of a total returned of 539 should be said to receive no instruction must be taken as so far satisfactory. The Deraját Inspector considers that a great improvement in this respect has taken place since 1889-90.

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special Schools for low-caste children, &c.

193. Special Schools exist for the education of low-caste children in parts of the Delhi, Lahore, and Ráwalpindi Circles only. The number of these schools has risen since 1889-90; but a tendency the other way has been setting in during the last two years. Special provision is also made in certain localities for the education of Mína and Sánsí boys; but less is done in this direction than formerly. As has frequently been pointed out, however, no child of any caste is debarred from attending the ordinary Public Schools; and, to judge from an estimate of the Ráwalpindi Inspector that most of 738 scholars returned in his Circle as "other scholars" are likely to be of low-caste, it is probable that a levelling down is taking place in this way. The Inspector of the Jullundur Circle, noticing the objection made by other scholars to low-caste children being allowed to sit on the same mat or bench with them, says: "But even this is not so particularly persisted in as was formerly the case."

Chap. VII, D, 194.

Education of Low Castes, &c.

Delhi Circle Schools.

194. The schools of this class in the Delhi Circle are those maintained by the Baptist and S. P. G. Missions, and are now confined to the Delhi and Gurgáon Districts. The total of these schools is now 24, with 419 scholars, compared with 13 schools and 355 scholars five years ago. Facilities are offered in the Gurgáon District for the education of Mína boys; but the number of such boys at school has much declined.

Lahore Circle Schools.

195. In the Lahore Circle, there are now 21 schools of this class educating 534 children, against 26 schools and 555 children in 1889-90. Two of the present schools are for girls. These schools are now confined to the Gurdáspur and Gujránwála Districts, there having been a decline from 24 schools to 3 during the last five years, in the former, and a rise from 1 school to 18 schools, in the latter. The efforts formerly made in this direction in Amritsar appear to have been dropped. But the Inspector considers that the fall in the number of these schools now returned may be partly due to a disinclination to return them as such.

Ráwalpindi Circle Schools.

196. In the Ráwalpindi Circle, the schools for low-caste children are now confined to the Siálkot District. These schools, which rose to 22 in 1892, are now returned as 14, with 439 scholars, against 7 schools and 310 scholars in 1889-90. Ten of the schools are maintained by the American U. P. Mission, and 4 by the Nárowál Branch of the Church Mission Society. One of the former is the Christian Training School at Siálkot. This is an Anglo-Vernacular School of the Middle grade, which is doing first rate work. Its equipment is excellent, and the Boarding House attached to it is said to be the best in the Circle. The remaining 13 schools are of the Primary grade, and were all examined last year by the Indigenous Standards. In 1889-90, there were 4 Sánsí Schools in this District, which are now said to be only two.

Chapter VIII, 197.

Private Schools.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras.
Definition and classification ...	... 197	Explanation of the figures ...	... 201
Statistics	... 198	Importance of these schools ...	... 202
Analysis of the returns ...	... 199	Drawbacks and difficulties ...	... 203
Schools examined for grants ...	... 200		

Definition and classification.

197. Schools which do not conform to the standards prescribed by the Department or the University, and which do not present pupils at the ordinary examinations, are classed as *Private Schools*. These are chiefly Indigenous Schools, conducted according to the traditional methods of the country; but they also include an increasing number of Elementary Schools, standing midway between the Public Schools and the Private Schools proper, and intended to meet the growing demand for a more useful education than can be obtained on purely indigenous lines. The Indigenous Schools include Arabic and Persian, and Sanskrit Schools, in which advanced instruction is given in one or more of these Languages; Mahájaní Schools, in which the indigenous method of accounts is taught; Vernacular Schools, which teach almost exclusively one or other of the current languages; and schools teaching almost nothing but religious books by rote. The Elementary Schools, classed in the tables as "Other Schools," comprise mainly those intended to meet the increasing demand already referred to, which are generally opened by private persons as a means of earning a living, and schools established for special sections of the people, chiefly for low-caste children.

Number of schools and scholars.

198. The following table gives the number of Private Schools of different kinds for Native children, and the number of scholars attending them during the past year and in 1889-90. The return of Private Schools for European children was noticed in the previous Chapter.

		Number of Schools.				Number of Scholars.			
		1894-95.	1889-90.	Increase.	Decrease.	1894-95.	1889-90.	Increase.	Decrease.
Arabic and Persian Schools ...		395	796	...	401	5,311	10,541	...	5,230
Sanskrit Schools		98	148	...	50	1,434	2,054	...	620
Mahájaní Schools		182	351	...	169	7,020	8,804	...	1,784
Vernacular Schools ...	For Boys	933	1,285	...	352	15,809	21,537	...	5,728
	For Girls	79	62	17	...	1,219	765	454	...
Schools teaching religious books by rote.	For Boys	2,949	4,605	...	1,656	39,026	58,154	...	19,128
	For Girls	816	715	101	...	10,021	7,473	2,548	...
Other Schools ...	For Boys	41	208	...	167	734	5,732	...	4,998
	For Girls	18	25	...	7	897	1,132	...	235
Total ...	For Boys	4,598	7,393	...	2,795	69,334	106,822	...	37,488
	For Girls	913	802	111	...	12,137	9,370	2,767	...
Grand Total for Boys and Girls		5,511	8,195	...	2,684	81,471	116,192	...	34,721

Analysis of the returns.

199. There is a fall of 2,684 in the number of schools and of 34,721 in the number of scholars, the decrease being exclusively in the Boys' Schools. A portion of this striking decline is accounted for by the fact that the schools of this class examined by the Department for grants, have this year, for the first time, been returned as Public Schools. They are Public Schools in reality, in conforming to prescribed, though special, standards, and being examined by the Department; and the transfer was

made in accordance with the practice prevailing in the other Provinces. This accounts for 665 schools and 25,074 scholars, from the heads of the "Vernacular" and "Other" Schools of the table, which have been gradually attracting scholars from the other kinds of schools. The fall otherwise is mostly in the religious Rote Schools, with also a marked decrease in the Classical and Mahájaní Schools; and the suggestion of the Inspectors is very likely correct, that the decline in all these cases, which has been going on steadily for the last five or six years, is the result of a growing appreciation of learning of a useful kind, the old world schools losing ground in proportion as schools of the new type come into existence. It may be that an imperfection in the returns would explain the reduced figures in some degree; but, as a good deal of pains is now taken in the collection of these, I have preferred not to adduce this as a likely factor. Taking the figures returned then as practically reliable, we get a total number of 5,511 Private Schools now existing in the Province, with 81,471 scholars. Of these 4,598 schools are for boys, with 69,334 scholars, and 913 for girls, with 12,137 scholars. Whilst there is an extraordinary fall on the boys' side, the Girls' Schools have risen by 111, and the number of scholars by 2,767; and this is not inconsistent with the explanation offered above, as Girls' Schools of a useful type are yet but very few and far between.

Schools examined for grants.

200. The Department looks to the encouragement of Private Schools as the chief means of further extending primary education; and grants, on easy terms, are offered to such schools, on condition of their adding to their traditional schemes of instruction a few of the most important subjects of useful knowledge. Simple standards, confined to Reading, Writing, Arithmetic, and Elementary Geography, have accordingly been laid down; and the degree to which the scheme has met with success is highly satisfactory. The table given below shows the number of Indigenous and other Private Schools examined for grants during the past year, the number of scholars attending them, the number of passes by the various standards, the amount of grants earned, and the whole contrasted with the returns of 1889-90. I have already explained that these schools have been transferred from this Chapter to the head of Public Schools; but as they practically, though not technically, belong to the class of Private Schools, I have thought it convenient to treat of them still in this place.

		1894-95.	1889-90.	Increase.	Decrease.
Number of Institutions	Indigenous Schools	264	202	62	...
	Other Schools	401	120	281	...
	Total	665	322	343	...
Number of Scholars	Indigenous Schools	10,126	7,434	2,692	...
	Other Schools	14,948	4,262	10,686	...
	Total	25,074	11,696	13,378	...
Number of Passes by	First Standard	3,430	2,065	1,365	...
	Second ,,	2,653	1,179	1,474	...
	Third ,,	1,891	571	1,320	...
	Fourth ,,	1,392	326	1,066	...
	Fifth ,,	707	142	565	...
	All Standards	10,073	4,283	5,790	...
		Rs.	Rs.	Rs.	Rs.
Amount of Grants earned	Attendance Grants	8,384	3,906	4,478	...
	Instruction Grants	20,542	8,065	12,477	...
	Staff Grants	12,999	5,716	7,283	...
	Total Grants	41,925	17,687	24,238	...

Chapter VIII, 201.

Private Schools. Explanation of the figures.

201. There was a total increase during the five years of 343 schools and 13,378 scholars. The rise is mostly in the "Other Schools" of the table—that is, in the elementary Venture Schools of which I have already spoken, with a little over one-fifth due to the purely Indigenous class of schools. The Ráwalpindi Circle contributes 133 schools and 5,624 scholars to the increase; the Jullundur Circle 120 schools and 4,030 scholars; the Lahore Circle 54 schools and 2,298 scholars; the Delhi Circle 39 schools and 1,255 scholars; and the Deraját Circle, whilst returning 3 fewer schools, adds 141 to the scholars. The Deraját Circle has yet no Venture Schools; but this is very much the case with the frontier Districts in the Ráwalpindi Circle, none of which have any such schools except Hazára, which returns five. The schools returned from the Delhi and Deraját Circles are all Boys' Schools; whereas those from the other Circles include two Girls' Schools each. The whole number of these schools examined for grants is now 665, with 25,074 scholars. The examination results, especially in the lower standards, were a considerable improvement on those of 1889-90; and hence the rise in the amount of grants earned is comparatively greater than the increase in the attendance. The grants earned amounted to Rs. 41,925, or an average of about Re. 1-10 per scholar, compared with Rs. 4-6 the cost per head to Public Funds in the ordinary Primary Schools. It may be observed that the average grant earned in the Delhi Circle is more than double that earned in any other Circle, implying that this class of school is more advanced there than elsewhere.

Importance of these schools.

202. It would be difficult to overestimate the importance of these schools in our educational system,—first, as being a means of adding substantially to the provision for a sound elementary education independently of direct official agency, and second, as becoming available just when it is no longer possible to advance village education any further through that agency, the Public Funds due to education being, in many Districts, already fully absorbed. During the past year, I have had to deal with cases where the Local Funds, in addition to maintaining their own schools, were unable to meet the grants earned by these independent schools. But no claim on the funds available for schools can be greater than these; and hence we shall soon see the village Board Schools having to give way, little by little, to these new Aided Schools. The result will not be in every respect satisfactory; for, though the evidence of the Inspectors is that these new schools are improving, it will take a good while to bring them up, especially in tone and equipment, to the standard of the Board Schools. But, as a kind of compensation, it will be possible to pay the grants of at least two Aided Schools for every Board School closed, and thus the means of extending elementary education will be much increased.

Drawbacks and difficulties.

203. It has been said that the purely Indigenous Schools are steadily giving way to the other Private Schools that are adapting themselves to the grant-in-aid system; and this is not, I think, to be regretted. But the latter schools are also coming into rivalry with the ordinary Public Schools, with results not always satisfactory. Neither the instruction nor the discipline are so good; and yet, on account of the strict levy of fees in the Public Schools, scholars constantly leave these for the others, and occasionally, by practices not above board, almost whole schools go over to their rivals, to the great injury of discipline. The fact that Inspecting Officers now have it in their power to refuse to visit the offending schools checks the evil to some extent; but it will go on more or less until a keener public sense of propriety is

Chapter VIII, 203.

Private Schools.

awakened. During the past year, a peculiar claim in connection with grants to these schools has had to be dealt with. Public Schools are eligible for grants only if they observe the Inter-School Rules; and, as this condition does not apply to Private Schools, a claim has been made in several instances for the recognition of the lower parts of Public Institutions—that is, those parts that cover the same instructional ground as the Indigenous School standards—as separate Indigenous Schools. The plea put forward in each case was ingenious, though unsustainable, and serves to show how much an Inspector of Schools has to be on the alert to avoid circumvention. The Registers of Attendance continue to be, in many cases, unreliable; and, on this account, one Inspector has proposed that grants for attendance should no longer be awarded, the Instruction Grants being raised in proportion. It will probably come to this; but, meanwhile, the new rule laid down by which Attendance Grants may be disallowed when there is good reason to suspect the Registers, is having a salutary effect; and the experiment deserves, as appears to me, a longer trial.

Chapter IX, 204.

Preparation and Distribution of Text-Books.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

	Paras.
Chief Agencies	204
Report of the Text-Book Committee ...	205
Work done by the Committee	206
Special work in connection with the provision of text-books having a moral bearing	207
Encouragement of Literature	208
Obligations of the Educational Department to the Committee	209
Translating Staff	210
Mufíd-i-'Am Press	211
Report of the Registrar, Education Department	212
Secretariat Books' Account	213
Government share in the copy-right text-books	214

Chief Agencies.

204. As stated in previous reports, the chief agencies for the preparation and distribution of the text-books, maps, and other appliances required by the Department, are the Text-Book Committee, the Translating Staff attached to the Central Training College, and the Mufíd-i-'Am Press, Lahore. The Text-Book Committee decides on the books, &c., required for the schools, and arranges for their preparation; the Translating Staff translates, revises, or corrects the books, &c., as may be determined by the Committee; and the Mufíd-i-'Am Press, which has at present a contract with the Department for this work, prints the books, maps, &c., when fully approved by the Committee, and distributes them to the schools.

Report of the Text-Book Committee.

205. The report on the operations of the Text-Book Committee for the past year, with appendices showing the text-books and other works completed or under preparation during the year, the books recommended for School Libraries, the books submitted for patronage, which were considered and approved or otherwise, and the additions made to the Committee's Library of Reference and Museum, is given as Appendix M to this report.

Work done by the Committee.

206. Altogether twenty-eight meetings were held during the year,—six of the General Committee, and twenty-two of the Sub-Committees; and there can be no doubt about the large amount and the usefulness of the work done. The Sub-Committees deal with all matters connected with their special branches, in the first instance; and their decisions are referred to the General Committee for approval. The English Sub-Committee was mainly occupied with the preparation of improved English Readers for the Fourth and Fifth Primary classes, the revision of the English Readers for Middle Schools, the preparation of special Moral Readers for Girls' Schools to be afterwards produced in the Vernacular, the adoption of the upright style of English Copy-writing, and the question of the better printing and illustrating of the English Readers. The Technical Sub-Committee, besides having still in hand the subject of producing locally illustrations for Vernacular books and a book of Hints to Teachers on the prescribed Object Lessons, considered the preparation of an elementary text-book on Domestic Economy for Primary Schools, of Samples or Diagrams to illustrate the Courses of Needlework, and of Pictorial Sheets for the Object Lessons, the revision of the Vernacular text-books in Arithmetic and Algebra and a Manual on School Management for Normal Schools, and the adoption of a Manual of Précis Writing and Correspondence for the new Clerical and Commercial Course. The History and Geography Sub-Committee continued to deal with the series of Geographical Readers recommended by the Educational Conference, and the

Chapter IX, [207.] Preparation and Distribution of Text-Books.

quality of the Vernacular maps. The Language Sub-Committees had specially in hand the revision of the Urdú Courses for Middle Schools, of the elementary Persian Readers, of the Scheme of Studies in Arabic above the 1st Middle Class, and of the departmental Sanskrit-Hindí Dictionary for Schools, and the preparation of Hindí and Punjábí translations of the Agricultural Readers for Zamíndárí Schools, of a Kindergarten Manual for the Female Teachers' Certificate Examinations, of Punjábí translations of certain District Geographies, of certain District Maps in Punjábí, and of Wall Sheets for the teaching of Persian caligraphy. The Library Sub-Committee added 318 volumes to the Reference Library, and recommended a further list of books of a healthy tone suitable for School Libraries.

Special work in connection with the provision of text-books having a moral bearing.

207. Whilst the Text-Book Committee particularly concerns itself with the adapting of school-books of all kinds to the requirements, it has given special attention to the bearing of these books on the moral training of the scholars, as directed in the Government of India (Home Department) Resolution, No. $\frac{6\ \text{Education}}{371-383}$, dated the 17th August, 1889. Since then, the departmental series of Vernacular Readers for Primary and Middle Schools, consisting of eleven books, has been revised and completed precisely on the lines suggested. The subject matter of these books, whilst they were primarily prepared for the teaching of reading, is throughout accurate and wholesome; and a due number of moral lessons, illustrated by story or example, is interspersed. We have translated into the Vernacular a considerable number of English school-boy verses; and, beginning with the story of "The Good Samaritan" and going up to an exemplification of many of the higher virtues, I consider that our Vernacular Readers are now distinctly healthful in the sense required. The Punjab University, at the request of the Punjab Government, has prepared and prescribed an Urdú Course for the Entrance Examination with the same object. Our English Readers for the Middle and High School classes have also been similarly revised; and a special Moral Reader, entitled "Man and his Duties," has, since 1890, been a compulsory part of the High School English Course in Government and Board Schools. The Punjab University was invited to include the book named in the list of readings, prescribed for the Intermediate English Course; but no action has yet been taken in the matter. Considerable care is exercised by the University in the selection of its Courses of Reading; but no plan has yet been adopted to ensure that any proportion of the selections shall have a direct bearing on conduct. It may be explained, however, that the Punjab University does not prescribe readings in English for the Entrance Examination, and that what is done by the Calcutta University in this connection, and with the view to moral training, is fully covered by the courses of the Department as explained above.

Encouragement of Literature.

208. In addition to the work connected with text-books, the Committee considered and disposed of 258 books on different subjects submitted for patronage. Of these, 139 were approved for various purposes, and 119 rejected. There is a continuous slight improvement in the quality of the Vernacular books submitted; but the number of objectionable "Keys" and "Cram-books" is increasing; and this wants the close attention of both Teachers and Managers. The scheme of publishing annually translations into Urdú of good and useful books, with the view to improving, and raising the tone of, Vernacular literature, made some progress during the year; and the Committee notes with satisfaction the publication by a private person of an Urdú translation of the Life of Lord Lawrence on the right lines. The

Chapter IX, 209.

Preparation and Distribution of Text-Books

Committee before the close of the year also considered the question, whether the translation from English of books, chiefly novels, of a distinctly harmful character, which is now much in vogue, might not in some degree be discouraged, and resolved that some efforts should be made in this direction. The Punjábí Dictionary, which has been under preparation for a number of years, has now been completed, and will shortly be published by Munshí Guláb Singh and Sons. Out of the reduced grant of Rs. 1,500 for the supply of useful books to schools, 1,562 volumes were distributed during the year.

Obligations of the Educational Department to the Committee.

209. Several changes took place in the membership of the Committee during the year, one of these on account of the death of the Reverend Dr. Forman, whose loss the Educational Department, on all sides of its work, has had to deplore. The Committee continues to be of much use to the Department, and to the cause of education; and I have again to express my obligations to the members, and to many outsiders who have helped the Committee with reports, suggestions, &c., for their generous and very helpful co-operation. The office of Secretary was held during the year by Mr. J. C. Oman, to whom I am again much indebted for the full and ready attention always given to the references from my office, as well as for the careful efficiency with which he conducts the business of the Committee.

Translating Staff.

210. The Translating Staff consists, as heretofore, of the First and Second Assistant Masters of the Central Training College, who have to give a part of their time to teaching, and the remainder to such translating, revising, and compiling work as may be required of them. During the past year, besides translating all the Departmental Circulars, a paper by Miss Francis of Hints on the Teaching of Needlework, the reading matter of a number of Object Lesson Sheets, and part of the new edition of the Punjab Education Code, they revised and corrected all the Primary School Urdú Readers, the First and Second Persian Readers, the Gulistán ká Intikháb, the new Geographical Primer for the Second Primary Class, and the Bághbán-i-Zara'at, an Agricultural Reader recently adopted for Normal Schools. They also examined and reviewed some twenty-four books at the request of the Text-Book Committee. The above work was about equally shared between Munshí Barkat 'Alí, B.A., and Pandit Iqbál Kishan, M.A.

Mufíd-i-'Am Press.

211. The work of the Mufíd-i-'Am Press has continued satisfactory during the year. This Firm is engaged not only to print, at fixed rates and in an approved style, all the text-books, maps, &c., belonging to the Department, but to keep a stock of all the books and appliances required for the schools, and to arrange for the distribution of these on reasonable terms; and it is due to the Firm, in this the last year of the existing contract, that I should acknowledge the efficient fulfilment of their undertaking in all its parts, without a hitch of any kind. During the past year, some eighty-four text-books or editions were brought out, with an aggregate of nearly 600,000 copies.

Report of the Registrar, Education Department.

212. The report of the Registrar, Education Department, which deals with the sale of Secretariat books in the hands of Munshí Guláb Singh and Sons, and with the Government share in the copy-right text-books published during the year, is printed as Appendix N.

Secretariat Books' Account.

213. The account of the Secretariat books on commission sale shows an opening balance at the commencement of the year of Rs. 999-1-10, which represents the value of the books then on hand, less 10 per cent. due to the Contractors. The sales during

the year amounted to Rs. 341-1-6, which was duly paid into the Treasury; and as no more books were made over during the year, the difference between the sums named above, or Rs. 658-0-4, is the value of the books in the Contractors' hands on the 31st of March last.

Government share in the copy-right text-books.

214. The arrangement with the Mufíd-i-'Am Press secures to Government 10 per cent. of the price of the books published, which is put to the credit of the Text-Book Committee to meet its expenses. At the beginning of the year, there was a balance due by the Contractors of Rs. 4,853-3-10. The amount due for the year on account of books published is given as Rs. 10,263-3-10, making a total of Rs. 15,116-5-3 to be accounted for. Of this sum, payments aggregating Rs. 10,700-12-5 were made during the year, leaving a balance due by the Contractors of Rs. 4,415-8-10 on account of books printed but not stamped before the close of the year. It may be explained that no departmental text-book can be issued to the schools till it bears the stamp of the Text-Book Committee; and this is at once a check on the Contractors, and a means of detecting pirated editions of our books, of which there is a yearly increasing number.

J. SIME,

Director of Public Instruction,
Punjab.

APPENDIX A.

DISTRICT ACCOUNTS.

DELHI CIRCLE.

HISSAR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Hissár.

The number of Secondary Schools has risen from 4 to 5, the Barwála Primary School having been raised to the Middle grade. Another change, which has occurred since 1889-90, is that the Hissár Middle School has been raised to the High grade.

The number of pupils attending these schools has risen from 629 to 758, the increase being distributed in all the stages.

The fees are levied according to rules given in the Code, and the total income has increased from Rs. 3,577 to Rs. 6,425 since 1889-90.

The results of the Middle School Examination, as compared with those for 1889-90, have much improved, 51 candidates having passed out of 60, against 20 out of 42 in 1889-90.

A good deal has been done in respect to Boarding Houses. A good Boarding House has been erected at Hissár, and the one at Bhiwání has been enlarged. The Sirsa and Barwála Schools are still without Boarding Houses.

PRIMARY SCHOOLS FOR BOYS.

Six more Primary Schools have been opened, making up the total to 51 since 1889-90; but the number of boys attending them all has declined from 1,523 to 1,405, which is much to be regretted, and is an indication of the apathy of the people.

The income from fees has also decreased from Rs. 867 to Rs. 780, which is most probably consequent to the decline in the number of pupils.

The results of the Upper Primary Examinations compare favourably with those for 1889-90, 109 candidates having passed out of 140, against 98 out of 129, but those for the Lower Primary are not quite so, 157 being successful out of 210, against 196 out of 237.

The number of Zamíndárí Schools is the same as in 1889-90, but the number of pupils has declined from 202 to 176. The results of examinations by the standards have, however, been satisfactory, 100 candidates having passed out of 118.

FEMALE EDUCATION.

There were no Girls' Schools in the District in 1889-90; but since then 3 Mission Schools at Bhiwání and Hissár, with 85 scholars, have been subsidized by the Municipal Committees.

Eleven girls from these schools appeared at the Lower Primary Examination, 8 of whom were successful.

Knitting and carpet-work is also taught to some of the bigger girls.

GENERAL QUESTIONS.

There are altogether 76 scholarships sanctioned by the Local Bodies of the District, the same as in 1889-90. Of these only 30, or 12 more than in the year 1889-90, were current at the close of the year under review. The rules for award given in the Code are strictly observed.

A good deal has been done for Physical training during the last five years. An Itinerant Instructor has been appointed for Secondary Schools; gymnastic apparatus have been supplied to several Primary Schools. A District tournament has been organized, and drill and native games have been largely introduced.

The conduct and discipline have generally been satisfactory, and the appearance of boys at the centres of examination has been neat and clean.

Appendix A. Delhi Circle.

Hissár.

Efforts are always made to entertain trained teachers in the District, but the supply is not adequate to the demand, and there remain not less than 12 uncertificated men still in charge of the schools of the District. The work of most of them has been satisfactory with the exception of a few exceptional cases.

The expenditure both on District and Municipal Board Schools has increased since 1889-90; but it does not in any case come up to what may be required by Government; and there are ample funds at the disposal of the District Board if needed.

The management of schools has been satisfactory in all cases except that of Hissár, in which some laxity has been observed.

PRIVATE SCHOOLS.

There are altogether 63 schools, with 1,676 scholars reported; only 3 of these, with 131 scholars, all in the town of Hissár, were examined for grants.

WORK OF THE DISTRICT INSPECTOR.

The work of Lála Makkhan Lál, B.A., who held charge of the office of District Inspector throughout the year, has been reported to be satisfactory, 227 days having been spent in touring, and 114 schools having been inspected by him during the year.

WORK OF TAHSILDARS.

The officers have frequently visited the schools within their jurisdiction, with the exception of the Tahsíldár of Hissár, who left 4 schools altogether uninspected out of 7. The work of Lála Pirbhú Dyál, of Dabwáli, of Lála Thákur Dás, of Tohána, and of Lála Badrí Parshád, of Sirsa, has been specially commended.

ROHTAK DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Rohtak.

The number of Secondary Schools has risen from 8 to 9, a new Vernacular School having been opened at Mahm two years ago. The number of pupils attending all these schools has risen from 975 to 1,372, the increase being distributed in the various stages.

The rules regarding the levy of fees are strictly observed, and the total income has increased from Rs. 3,861 to Rs. 6,395.

The result of the Middle School Examination compares very favourably with that for 1889-90, 81 candidates having passed out of 95, against 26 out of 59.

Two new Boarding Houses have been added during the last five years—one at Gohána erected by the District Board, and one at Berí provided by private liberality. The others continue to be inadequate and unsuitable, and none have yet been provided at Mahm, Kalánaur, and Bádlí.

PRIMARY SCHOOLS FOR BOYS.

Four new Board Schools have been started, making the total 43, attended by a rise of 319 scholars, making the total 1,828.

The rules regarding the levy of fees are more strictly observed than in 1889-90, and the total income has increased from Rs. 864 to Rs. 1,322.

The results of the Upper and Lower Primary Examinations compare very favourably with those for 1889-90; in the former 189 candidates were successful out of 215, against 123 out of 172; whereas in the latter 291 passed out of 368, against 191 out of 229.

The number of Zamíndárí Schools has risen from 7 to 8, and the attendance from 180 to 207. The results of the examinations by standards have been satisfactory, 86 having passed out of 109 who appeared.

FEMALE EDUCATION.

There are now 5 Board Primary Schools, against 4 in 1889-90, attended by 171 scholars, against 125.

There were six candidates for the Upper Primary Examination, all of whom were successful, whereas there were none in 1889-90; in the Lower Primary Examination, 15 girls passed out of 17, against 3 out of 3 in 1889-90.

Needlework and Knitting have been introduced in 3 out of 5 schools, and a good deal of progress has been made, though none of the girls has attained to the prescribed standards.

GENERAL QUESTIONS.

Rohtak.

The rules for the award of scholarships are generally observed, and the number of current scholarships has increased from 51 since 1889-90 to 78 in the year under review. The total number provided by the Local Bodies is 122.

Physical education has received a fair amount of attention during the last five years. New sets of gymnastic apparatus have been obtained from England for the Anglo-Vernacular Schools of the District, and drill and native games have been introduced in almost all the Primary Schools of the District.

The conduct of students and the discipline in schools have been generally satisfactory.

Almost all the teachers employed in the District, with the exception of 16 (most of whom are Assistant Teachers), are certificated, and their work has been satisfactory.

Two new Boarding Houses and three small Primary Schools only have been constructed during the space of the last five years, otherwise no attention has been paid to the supply of suitable accommodation where wanted. The supply of furniture and appliances has been ample.

There has been a satisfactory increase in the expenditure both from the District and the Municipal Funds, and the management has been satisfactory everywhere except in Gohána, where some slackness has been observed.

PRIVATE SCHOOLS.

There are 42 Private Schools with 974 pupils reported; only 4 of these with 197 scholars, against 1, with 104 scholars, have been examined for grants.

WORK OF THE DISTRICT INSPECTOR.

Lála Sohan Lál continued as District Inspector of Schools, with the exception of two months, in which he went on leave. His work has been reported to be satisfactory, though he is not up to the times in other respects. Two hundred and ten days are said to have been spent in tour by him and his *locum tenens* and 126 schools inspected during the year under review.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs have been fairly energetic in the visitation of schools, and Pandit Jugal Kishore, of Sámpla, has been specially commended.

GURGAON DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Gurgáon.

The number of Secondary Schools is the same as reported in 1889-90, *viz.*, 7 The number of pupils shows an increase of 152 in the aggregate, which is satisfactory.

The fees are levied strictly according to rules given in the Code, and the total income has increased from Rs. 489 to Rs. 6,103.

The results of the Entrance and the Middle School Examinations compare very favourably with those for 1889-90. In the former 15 candidates passed out of 20, against 7 out of 9, and in the latter 78 passed out of 100, against 35 out of 66.

Nothing has been done during the last five years for the improvement of existing Boarding Houses, which are all of them inadequate and unsuitable, no new ones having been erected where they were wanted. The new Boarding House erected at Rewárí by the Bhargav community for the convenience of the students of their sect is a fine and well-managed institution.

PRIMARY SCHOOLS FOR BOYS.

Three new Primary Schools have been added during the space of the last five years, making the total 79. The number of pupils, however, has declined from 3,060 to 2,842, owing to want of accommodation almost everywhere in the District.

The fees are levied in accordance with the rules, and the income has risen from Rs. 1,436 to Rs. 1,698.

The results of the Upper and the Lower Primary Examinations compare favourably with those for 1889-90. In the former 185 candidates were successful out of 236, against 141 out of 183; whereas in the latter 318 were successful out of 439, against 304 out of 351.

Appendix A. Delhi Circle. Gurgáon.

The Zamíndárí Schools have declined from 14 to 12, 2 of them having been converted into ordinary Primary Schools at the request of the people; but the number of pupils attending them have increased from 338 to 368, and the results by the five standards have been satisfactory, 198 candidates passing out of 266.

FEMALE EDUCATION.

The number of Aided Schools continues to be the same as in 1889-90. The number of Board Schools has declined from 9 to 8, and the number of pupils from 192 to 176.

The two girls who appeared at the Upper Primary Examination did not pass; but at the Lower Primary Examination 4 girls passed out of 8, against 1 pass out of 1 in 1889-90. Knitting and Needlework are taught nowhere in the District.

GENERAL QUESTIONS.

The number of scholarships sanctioned by the Local Bodies of the District continue the same as in 1889-90, with the exception of 16 Zamíndárí and 8 Jubilee Scholarships sanctioned lately. The number of current scholarships has risen by two only.

Physical education has progressed but little owing to want of attention on the part of the Managers of Schools. The question of supplying suitable playgrounds has been entirely dropped; the apparatus supplied before have become useless almost everywhere; and the District tournament has been discontinued.

The conduct of students has been generally satisfactory, and their appearance at the centres of examinations neat and clean, according to their means.

The number of trained teachers continues to increase every year, but the supply is not adequate to the demand. In Girls' Schools, however, all the teachers are untrained, and not well qualified, and their work, with one or two exceptions, has been unsatisfactory.

The expenditure both from District and Municipal Funds, though increased to a certain extent since 1889-90, has not been at all satisfactory, as it has always fallen short of the minimum sum that may be required by the Government, and the most urgent wants of the schools have remained unsupplied. The management has for some years been very unsatisfactory, as few of the suggestions made for the improvement of the schools have received attention from the local authorities; the people have not been encouraged or roused, and nothing has been done for the supply of buildings where they were wanted.

PRIVATE SCHOOLS.

There are altogether 47 schools, with 849 pupils reported, out of which 9, with 238 scholars, against 1 with 30 scholars, have received grants.

WORK OF THE DISTRICT INSPECTOR.

Lála Badrí Parshád, District Inspector, has worked with zeal and energy, having spent 229 days in tour and inspected 184 schools during the year.

WORK OF TAHSILDARS.

The visitation of schools by Tahsíldárs and their Náibs has been generally satisfactory except in the Rewárí Tahsíl, in which these officers have not been sufficiently active.

DELHI DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Delhi.

The number of High Schools has risen from 4 to 5, the Sháhzáda High School having been opened in the city of Delhi, and the number of Middle Schools from 5 to 6, owing to a small school having been opened by Lála Rám Chand, a pensioner of the Department. The total number of pupils attending all these schools has risen from 1,712 to 1,760, showing a small increase of 48 only since 1889-90.

The rules regarding the levy of fees are generally observed except in the Anglo-Arabic and Sháhzáda High Schools, in the former of which special rates are charged under the sanction of Government, and in the latter no fees are levied at all. The collections for the year under review have risen from Rs. 5,015 to Rs. 5,876 in Board Anglo-Vernacular Schools, and from Rs. 6,431 to Rs. 8,134 in Aided Schools. In the Anglo-Arabic School the income has fallen from Rs. 330 to Rs. 228, and in Vernacular Schools from Rs. 857 to Rs. 784.

The results of both the Entrance and Middle School Examinations compare very favourably with those for 1889-90, 76 candidates having passed out of 123, against 28 out of 80 in the former, and 203 candidates being successful out of 282, against 114 out of 188 in the latter.

No improvement has been made for the provision of Boarding Houses since 1889-90, with the exception that a small Boarding House has been lately organized in connection with the Anglo-Arabic School at Dehli for the convenience of Muhammadan students. The Boarding House connected with the Delhi Municipal Board School is still in the same unsatisfactory condition; those at Najafgarh and Ballabgarh are still in unsuitable and inadequate buildings, and none has yet been provided at Sonepat.

PRIMARY SCHOOLS FOR BOYS.

Though six District Board Schools have been closed during the year, still the number of Government and Board Schools is the same as in 1889-90, *viz.*, 69; that of Aided Schools has fallen from 6 to 4, owing to the transfer of two Mission Branch Schools to the Municipal Committee of Delhi; and that of Unaided Schools has fallen from 9 to 1, owing to the Cambridge Mission Low Caste Schools having adopted the standards for Indigenous Schools. The number of pupils attending all these schools has fallen from 3,167 to 2,858, which is due to a decrease in the number of schools.

The rules regarding the levy of fees are strictly observed in Board and Aided Schools. In the only Unaided School no fees are levied. The collections for the year under review are Rs. 3,638 for Board Schools and Rs. 513 for Aided Schools, against Rs. 2,567 and Rs. 536, respectively. In the Model School special rates are charged.

The results for the Upper and Lower Primary Examinations do not compare favourably with those for 1889-90, which is attributed to an unhealthiness of the season and the decrease in the number of pupils. Two hundred and fifty-six candidates out of 359 passed by the former, against 260 out of 297, and 368 passed out of 493, against 467 out of 533, by the latter.

The number of Zamíndárí Schools has declined from 13 to 11, and the number of pupils from 321 to 219. The results of the examinations by standards have, however, been satisfactory, 121 having passed out of 141 who appeared.

FEMALE EDUCATION.

The number of Aided Secondary Schools continues to be 2; that of Board Primary Schools also continues to be 2; and that of Aided Primary Schools has risen from 4 to 9. The number of pupils attending all these schools has risen from 141 to 306, which is hopeful.

The result of the Middle Standard Examination is the same for the two years under review, only one girl passing out of two in both years; that of the Upper Primary Examination has declined, 11 passing out of 14, against 15 out of 20 in 1889-90; but that of the Lower Primary Examination has improved much, 29 girls passing out of 44, against 19 out of 34.

In the two Board Schools inspected by the Assistant Inspector no Needlework or Knitting has been taught.

INDUSTRIAL SCHOOLS.

There is only one Industrial School, which is in the city of Delhi, maintained by the Municipal Committee in connection with the Sháhjí-ká-Chhatta Board Primary School. The number on the rolls is 79, of whom 76 were present. The instruction in general subjects has not been satisfactary, as only one passed out of 8 by the Upper Primary Standard, and only 4 out of 14 by the Lower Primary.

Most of the boys are the sons of artizans. Some attempt has been made to levy fees, though at very low rates, from new admissions, and Rs. 29 have been realized during the year under review. Instruction is also given in Drawing, Carpentry, Joining, and Wood carving.

GENERAL QUESTIONS.

There are altogether 143 scholarships sanctioned by the Local Bodies of the District; of these 6 High and 16 Zámíndárí Scholarships have been sanctioned since 1889-90.

A good deal of progress may be reported in Physical training since 1889-90. All the Aided Schools in the city of Delhi have been provided with gymnastic apparatus and efficient teaching; in the Primary Schools only simple gymnastic apparatus has been given; and drill has been introduced in all the schools of the District. In the last tournament held at Delhi the trophy was taken for the first time by the Delhi team.

Appendix A. Delhi Circle.

The conduct of the students has generally been satisfactory everywhere, and the discipline in the schools is improving, though not as rapidly as may be desired.

Delhi.

Next to nothing has been done with regard to the supply of suitable buildings where they were wanted. The Delhi Municipal Board School is still without a kitchen for the attached Boarding House, and the Primary School without a building of its own, though the matter has been pressed several times on the attention of the local authorities, and there are several Primary Schools outside Delhi without adequate accommodation.

The number of certificated teachers is increasing every year as far as they are available, and their work has generally been reported to be satisfactory, except in a few exceptional cases. In Aided Schools, however, uncertificated men still exist to a large extent, though effort is always made to equip them with qualified men.

The expenditure from District Funds, though a little more than in 1889-90, still falls short of the minimum sum that may be required by Government by Rs. 5,500.

In the case of the Delhi Municipality, which is the first, and which ought to be a model to others, the budget provision and the gross expenditure both are less than half of what may be required by Government, which is a very unsatisfactory state of things when the Primary School continues to be without a building of its own, and the necessary appliances, such as desks, maps, blackboards, &c., have not been supplied to the High School. The other Municipalities are doing their duty satisfactorily.

The management of the District Board Schools has much improved since the sole power vested in the District Board has been withdrawn; and everything is done with the sanction of the President, *i. e.*, the Deputy Commissioner.

The management of the Delhi Municipal Board Schools has not been what it ought, as the Code Rules have been violated; necessary appliances have not been supplied; and the suggestions of the Inspecting Officers have been rather opposed than carried out. That of other Municipal Board Schools has much improved during the last five years.

PRIVATE SCHOOLS.

There are 90 schools reported in the District; 5 of these, or 2 more than in 1889-90, have received grants.

Of the 26 schools reported, all of which are low-caste schools maintained by the Baptist or the Cambridge Mission inside or outside Delhi, 22 have been examined and awarded grants according to the standards prescribed for Indigenous Schools.

WORK OF THE DISTRICT INSPECTOR.

Maulaví Nasír-ud-dín, who held charge of the office of District Inspector throughout the year, has worked with zeal and energy, the total number of days spent in touring by him being 215, and the total number of schools inspected by him being 173.

WORK OF TAHSILDARS.

Two of the three Tahsíldárs, *viz.*, those of Delhi and Ballabgarh, have been remiss in the discharge of their educational duties, whereas that of Sonepat has been commended.

KARNAL DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Karnál.

The number of Secondary Schools is the same, *viz.*, 5, as reported in 1889-90, the only difference being that the Karnál Municipal Board School has been raised to the High grade. The number of pupils shows a slight increase of 34 in the aggregate.

Fees are generally levied according to rules, and the income has increased from Rs. 2,846 to Rs. 5,102 in Anglo-Vernacular Schools, and from Rs. 425 to 435 in Vernacular Schools.

The result for the Entrance Examination for the year under review has been very satisfactory, as all the 7 candidates who appeared were successful; whereas in 1889-90 none appeared, there being no High School then. In the Middle School Examination, 41 passed out of 58, against 16 out of 56, which is a considerable improvement.

Very little progress has been made for the provision of Boarding Houses. In a few places some furniture and menial servants have been supplied; but the buildings almost all continue to be inadequate and unsuitable, and there is no Boarding House yet at Púndrí, though one is much wanted.

PRIMARY SCHOOLS FOR BOYS.

There being no Aided or Unaided Public School in the District, the number of Board Schools has increased by one only, followed by an increase of 40 in the number of pupils attending them.

The rules regarding the levy of fees are strictly observed, and the total income has increased from Rs. 701 to Rs. 1,039, including that for Branch Schools.

The results of examinations both for the Upper and the Lower Primary Examinations have much improved. In the former 109 candidates passed out of 139, against 117 out of 185, showing an increase of 15 in the percentage; whereas in the latter 232 candidates were successful out of 289, against 189 out of 258 in 1889-90.

There were only 7 Zamíndárí Schools in 1889-90; whereas there are 12 now in the year under review. The number of scholars has risen from 152 to 227, and the results of examinations by the standards have been satisfactory, 127 candidates having passed out of 138.

FEMALE EDUCATION.

Out of the 2 Aided Schools reported in 1889-90 one has ceased to exist, and the other has been shown in the statement of Private Schools, it being the Zanána Classes maintained by the S. P. G. Mission.

Four new Board Primary Schools have been opened, attended by 63 scholars, during the last five years.

There was no candidate for the Upper Primary Examination, as the schools are altogether new; and for the Lower Primary Examination there were only 4 candidates, 3 of whom were successful. Needlework or Knitting is not taught anywhere.

GENERAL QUESTIONS.

There is no improvement in respect to scholarships except that the number of those current has increased by 6 since 1889-90.

Physical education has received increased attention, and more satisfactory results are reported. An Itinerant Gymnastic Instructor has been appointed, and Monitors are entertained in large Primary Schools to teach drill and native games, and more attention is paid by the teachers coming from Normal Schools.

The conduct of the students and the discipline in the schools have shown signs of improvement.

The calibre of the teachers employed in Boys' Schools has much improved, and efforts are always made to engage trained men as far as they are available.

A new building has been erected at Karnál, and a few small Primary Schools have been erected during the space of the last five years, and ample furniture has been provided.

The expenditure both from District and Municipal Funds has much increased, though there is a tendency now to decrease it, especially from District Funds. The management has generally been reported to be satisfactory, and that of the District Board Schools has much improved since 1889-90.

PRIVATE SCHOOLS.

The number of Private Schools examined for grants has risen from 2 to 6; the number of pupils attending them from 70 to 232; and the number of passes by standards from 44 to 110.

WORK OF THE DISTRICT INSPECTOR.

The work of Khwája Sajjád Husain, B. A., has been satisfactory, 228 days having been spent in touring and 138 schools having been inspected by him during the year under review.

WORK OF TAHSILDARS.

The conditions of the Code have been generally satisfied by these officers, with the exception of the Karnál Tahsíl, in which there have been some changes during the year.

Appendix A.
Delhi Circle.
Umballa.

UMBALLA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

The number of Secondary Schools is the same as in 1889-90, *viz.*, 17, the only difference being that the Jagádhrí Municipal Board School has been raised to the High grade, and a new High School, called the Hindú-Muhammadan School, has been opened in the Umballa Cantonment, the Victoria Jubilee School having been closed in the same locality. The number of pupils attending these schools shows an increase of 568.

The rules regarding the levy of fees are now more strictly observed, and the income has increased from Rs. 3,845 to Rs. 6,809 in Anglo-Vernacular Board Schools, and from Rs. 3,345 to Rs. 4,784 in Aided Schools. The income from the same source in the only Unaided High School in the Umballa Cantonment has been Rs. 1,961. In Vernacular Board Schools, however, the fees have decreased from Rs. 2,553 to Rs. 2,169.

The results of the Entrance and Middle School Examinations have considerably improved, as in the former 24 candidates were successful out of 33, against 14 out of 19; and in the latter 216 passed out of 277, against 85 out of 139 in 1889-90.

Considerable improvement has taken place for the provision of Boarding Houses since 1889-90. New Boarding Houses have been organized in connection with the Rúpar and Umballa City Mission Schools, and a few more have been erected in connection with Vernacular Schools in places where they were wanted.

PRIMARY SCHOOLS FOR BOYS.

The number of Board Primary Schools has risen from 78 to 89; of Aided Schools has decrased by 4, owing to the statistics of the Umballa Mission Branch Schools having been included in those for Secondary Schools; and the only Unaided School in the Umballa City, which existed in 1889-90, has adopted the scheme prescribed for Indigenous Schools. The number of pupils attending all these schools shows an increase of 804 in the aggregate, which is satisfactory.

Fees are realized according to rules, and the income for Board Schools has increased from Rs. 1,383 to Rs. 1,787 since 1889-90.

The results for the Upper Primary Examination show a slight decrease, 316 candidates having passed out of 411, against 324 out of 474; but those for the Lower Primary Examination compare favourably, 564 candidates having been successful out of 811, against 474 out of 664 in 1889-90.

The number of Zámíndárí Schools continues 6, as in 1889-90. The number of pupils is only 158, and the results of examinations have been satisfactory, as 70 candidates passed out of 82 by all the standards. From the fact that not less than half of them had to be shifted from one place to another for want of local interest, it is evident that these schools do not find much favour with the people.

FEMALE EDUCATION.

There being no Secondary School in the District, the number of Board Primary Schools has risen from 5 to 8, and the number of scholars from 61 to 210.

Two candidates appeared for the Upper Primary Examination and failed, against one pass out of 6 in 1889-90. In the Lower Primary Examination, however, 13 passed out of 18, against 9 out of 9 in 1889-90.

Needlework or embroidery has not been taught with success in any of these schools.

GENERAL QUESTIONS.

A few Zámíndárí and Jubilee Scholarships have been sanctioned since 1889-90 by the Local Bodies of the District; otherwise the number is the same, but the number of current scholarships shows an increase of 67.

Considerable improvement has been made in Physical training since 1889-90. Six Itinerant Gymnastic Instructors have been appointed, one for each Tahsíl, instead of one for the whole District, and drill and native games have been regularly practised in all the Primary Schools, as required by the Code.

The conduct of the students has improved greatly, and their movements have been more orderly everywhere since the introduction of drill.

The number of certificated teachers has much increased, there being no uncertificated man in charge of a school now, except in the case of Girls' Schools, and the work has generally been satisfactory, except in a few exceptional cases.

The expenditure from District as well as from Municipal Funds has much increased since 1889-90, though it hardly comes up to what may be required by Government in any case, except in that of the Jagádhrí Municipality, in which a High School has been organized.

The management of the District Board and of Municipal Board Schools has been reported to be satisfactory, with the exception of the Umballa, Rúpar, and Sádhaura Municipal Committees, which have not sufficiently recognized their responsibilities.

PRIVATE SCHOOLS.

The number of Private Schools examined for grants has risen from 5 to 17; the number of pupils attending them from 159 to 565; and the number of passes by the several standards from 77 to 266.

WORK OF THE DISTRICT INSPECTOR.

The work of Khalifa 'Imád-ud-dín, District Inspector, who remained at his post throughout the year, has been reported to be excellent, the total number of his touring days being 256, and the total number of schools inspected by him being 256.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs have generally satisfied the conditions of the Code, and Hakím Ahmad Hasan, of Rúpar, and Munshí Gurdatta Mal, of Umballa, have been commended for their exertions.

SIMLA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

There is only one Anglo-Vernacular Secondary School in the District, the same as in 1889-90, *viz.*, the Simla Municipal Board School. The number of boys shows a decrease of 13, most likely owing to a Branch School having been opened at Boileau Ganj.

The fees are realized according to the rules given in the Code, and the income has increased from Rs. 1,658 to Rs. 1,923.

In 1894-95, 15 candidates appeared from the Simla Municipal Board School at the Middle School Examination, 6 of whom were successful; whereas in 1889-90 only 3 passed out of 10 who appeared. In the former year 9 candidates also appeared from the Church Mission School, 8 of whom were successful.

There is only one Boarding House attached to the Municipal Board School as in 1889-90. The accommodation continues to be insufficient and unsuitable, though the management is as efficient as the circumstances permit.

PRIMARY SCHOOLS FOR BOYS.

The number of Board Primary Schools is the same as in 1889-90; the number of Aided Schools has increased by one, the Nusrat-ul-Islám School having been opened a few years ago; and 3 more Unaided Schools have been added to the list, one at Sabathu, one at Dagsháí, and one at Simla for Bengálí boys. The number of scholars both in Primary Schools and Primary Departments attached to Secondary Schools shows an increase of 194 in the aggregate.

The rules regarding the levy of fees are observed in Board and Aided Schools, and the income has increased from Rs. 266 to Rs. 1,023, though in Unaided Schools only special rates are charged.

The results for the Upper and Lower Primary Examinations compare not very favourably with those for 1889-90. In the former 54 candidates were successful out of 85, against 27 out of 53; whereas in the latter only 48 passed out of 115, against 61 out of 88, the Simla Municipal Board School having exhibited very bad results.

There is no Zámíndárí School in the District.

FEMALE EDUCATION.

There is only one Aided Girls' School, with 19 scholars, which is in Simla, and is maintained for the education of Bengálí girls. The two Aided Schools which existed in 1889-90 at Kotgarh have ceased to exist.

Appendix A.

Delhi Circle.

Simla.

GENERAL QUESTIONS.

The total number of scholarships sanctioned for the District continue to be 9, of which only 5 were current at the close of the school year, the award and tenure being quite according to the Code.

Gymnastic bars have been supplied to almost every school in the District, and some arrangements for teaching games exist, with the exception of the Municipal Board School at Simla, where next to nothing is done, owing to the want of a suitable play-ground.

The conduct and discipline have been generally satisfactory, with the exception of the Simla Municipal Board School, in which some laxity was observed.

The District Board Schools have been well managed, but the Municipal Board School at Simla has not, as the Code rules with regard to the appointment and promotions of teachers have not been fully observed, and the distribution of classes was not judicious.

PRIVATE SCHOOLS.

There are 6 schools, with 88 scholars, reported, but none of them receives any grant.

WORK OF THE CHIEF MUHARRIR AND NAIB-TAHSILDAR.

The schools under inspection were visited once by the Chief Muharrir, instead of twice as required by the Code, and once by the Náib-Tahsíldár.

JULLUNDUR CIRCLE.

KANGRA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Kángra.

The number of Secondary Schools is the same as in 1889-90, the only change being the opening in 1891-92 of a High Department in connection with the District Board School at Pálampur. Three of these schools are Anglo-Vernacular, including the High School just mentioned, and 3 Vernacular. The two Anglo-Vernacular Middle Schools are Municipal Board Schools at Núrpur and the Church Mission Aided School at Kángra. The Vernacular Schools are those at Nádaun, Sujánpur, and Sultánpur (Kullú).

The number of boys reading at the Middle stage at the close of the year was 180, or 16 more than in 1889-90 and 1 less than last year.

In Anglo-Vernacular Schools the rolls show an increase of more than 81 per cent.; but in Vernacular Schools there is a falling off of 8·5 per cent. The total number of boys reading in the Secondary Schools, including their Primary Departments, at the close of the year, was 761, or 59 less than at the end of 1889-90 and 58 less than last year.

Full rates of fees as prescribed in the Code have been introduced into schools of the District during the year, and this accounts for the falling off in the number of scholars.

The income from fees during the year amounted to Rs. 4,618, or Rs. 3,070 more than the amount realized in 1889-90. The fees of the Pálampur High School amounted to Rs. 2,103; those of the Municipal Board School, Núrpur, rose from Rs. 203 to Rs. 1,155; and those of the Mission School, Kángra, from Rs. 358 to Rs. 659, since 1889 90.

To the Entrance Examination of 1895 the Pálampur High School supplied 11 candidates, of whom 8 passed. For the Middle School Examination held in January, 1895, the Anglo-Vernacular and Vernacular Schools sent up 59 candidates, and 37 passed, including 19 on the Vernacular side. The percentage of passes, which was 64·4, compares very favourably with that obtained in 1889-90. On the Anglo-Vernacular side 11 candidates appeared privately, of whom 5 passed, and 1 on the Vernacular side, who also passed.

The desire for the study of English is increasing in the District, but to a less extent than in the plains. The number of scholars learning English is 28 more than in 1889-90, but only 2 more than last year. The increase would have been greater but for the levy of full rates of fees.

Boarding Houses continue to be attached to all the Secondary Schools in the District. The want of additional accommodation was felt in connection with the Boarding House attached to the High School at Pálampur, and the house occupied by the boarders at Sujánpur was unsuitable; but, with these exceptions, the arrangements were generally satisfactory. A more suitable building was about to be provided for the outsiders attending the Aided Mission School at Kángra.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools for boys at the close of the year was 48, with an attendance of 2,339 scholars, against 46 schools and 2,292 scholars in 1889-90. The number of Board Schools was the same as before, *viz.*, 45, while that of Aided Schools was 2, instead of one in 1889-90. The Branch of the Kángra Mission School was brought on the list of Aided Schools in 1892-93. An Unaided Anglo-Vernacular Primary School was opened at Dharmsála in 1891-92 in memory of the late Pandit Gurú Datt, an Arya Sámajist. The increase of 47 in the number of scholars is due to the opening of 3 new schools. The increase would have been greater but for the increased rates of fees.

The fee receipts are now nearly double those obtained in 1889-90, when they were charged at one-fourth of the prescribed rates. Besides, there were 22 Indigenous or Elementary Schools now returned as Public Schools, which contained 742 pupils.

The results of the Upper and the Lower Primary Examinations compare very favourably with those for 1889-90.

The number of Zamíndárí Schools is 1 more than in 1889-90, and the number of scholars attending them has more than doubled, being 250 instead of 108 in 1889-90. The schools are in fair condition; but the half-time system of attendance does not seem to find favour with people.

APPENDIX A.—JULLUNDUR CIRCLE.

Appendix A.

Jullundur Circle.

Kángra.

FEMALE EDUCATION.

The Girls' Schools are 4 more than in 1889-90. The new schools are at Gangtha, Kotla, and Nagrota, opened in 1893-94, which are Board Schools, and the fourth school is under the management of the Church Mission Society at Kángra. It was opened in 1892-93. The number of scholars in attendance at all these schools at the close of the school year was 327, or 124 more than in 1889-90.

The results of the examinations also compare very favourably with those of 1889-90.

Needlework receives good attention, except at Kotla, where there is no work-mistress.

GENERAL QUESTIONS.

The expenditure on Scholarships and Stipends during the year amounted to Rs. 1,723, or Rs. 223 more than the sum expended in 1889-90. The payment of irregular stipends has been stopped. Three High, 9 Middle, and 5 Upper Primary Close Scholarships are awarded annually in accordance with the conditions fixed by the Local Bodies and approved by Government. No Jubilee Scholarships have been established by any Local Body in the District. The number of scholarships held in Female Schools was 11 more than in 1889-90 and 2 more than last year.

Physical instruction receives very fair attention in schools of the District. The prescribed courses have been introduced, though in some of the schools the teachers are not fully competent to exercise the boys in them.

The conduct of the students has been generally satisfactory. At Núrpur, however, some of the boarders had to be admonished for their refactory conduct towards the Head Master. Cleanliness is generally observed on examination days, or when an officer of the District visits the school; but, as a rule, it is not insisted upon throughout the year. At the Mission School, Dharmsála, the majority of the boys were not well dressed even on the day of the examination.

The work of the teachers has generally been satisfactory, and the defects pointed out by the Inspecting Officers receive due attention. Of the teachers employed in the District more than one-half are certificated. Of those who do not hold certificates, one has passed the Entrance, 17 the Middle School, 2 the Vishárad, and 5 the Pragya Examinations of the Punjab University. Nearly one-half of the uncertificated men are employed in Girls' Schools and Aided and Unaided Schools for Boys.

The demand for trained teachers is now, to a great extent, supplied by trained men *bonâ fide* residents of the District. Almost all the Primary Schools are in charge of trained men.

Sixteen teachers are employed as Branch Postmasters; their allowance, however, is insufficient for the work required.

The existing buildings are generally in good order, and afford fairly sufficient accommodation, except that at Pálampur, where additional accommodation is required.

Science apparatus has been supplied to all the Secondary Schools. The supply of furniture is sufficient, with the exception that a table and a chair for visitors are wanted in most of the Primary Schools, and Mensuration apparatus in about 10 of them.

The population of Sikhs in the District is insignificant, as mentioned in the Report for 1889-90, and that of the Musalmáns is also very small compared with that of Hindús. The number of both Musalmáns and Hindús at Public Schools has slightly decreased since 1889-90. The Girls' Schools are attended chiefly by Hindús.

The net amount expended by the District Board on education during the year was Rs. 19,484, or Rs. 4,436 more than the amount expended in 1889-90, and only Rs. 272 more than that spent last year.

The expenditure from Municipal Funds on the same object amounted during the year to Rs. 547, or Rs. 945 less than in 1889-90, and Rs. 777 less than last year. The decrease is due to an increase in the income from fees, the amount realized on this account being Rs. 652 more than that collected in 1889-90.

The District Board Schools have been well managed by the District Inspector, acting under the orders of the Deputy Commissioner. They owe much of their present prosperous condition to the late Mr. O'Brien, who took an exceptionally warm interest in everything which concerned the advancement of the people of the District.

The single Municipal Board School in the District, *viz.*, that at Núrpur, has been fairly well managed during the year by the Municipal Committee, acting, as they did, under the advice of the Deputy Commissioner.

Kángra.

The service books of some of the Masters of the Núrpur Municipal Board School were found incomplete.

PRIVATE SCHOOLS.

There are only 16 Private Schools in the District. They are attended by 292 pupils. The schools for teaching Mahájaní, the Qurán, and Sanskrit by rot are one each. Of the others, 2 are advanced Sanskrit Schools, 4 Urdú Schools, and 7 are for teaching Hindí. Besides these, there are 22 Indigenous Schools, with 742 pupils, which have been included in the list of Public Schools, Aided or Unaided.

GENERAL STATE OF EDUCATION.

The instructional condition of the schools in the District is generally satisfactory, but their numerical strength has diminished owing to sickness and to the levy of full rates of fees. The results of the various examinations have been very satisfactory. The large increase in the income from fees, amounting to about 94 per cent., is the most satisfactory feature of the year's progress. A proposal for the establishment of a certain number of Zamíndárí Middle School Scholarships for the advancement of education among Zamíndárs has lately been submitted for the consideration of the local authorities.

HOSHIARPUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Hoshiárpur.

The number of Secondary Schools for boys at the close of the year was 11, or one more than in 1889-90. Of these, 5, including the High School at Hoshiárpur, are Anglo-Vernacular, and 6 Vernacular Middle Schools. Of the 5 Anglo-Vernacular Schools, 2 are maintained by Municipalities, 1 is an Aided Institution under the management of the Rái Bahádur Amín Chand, of Bajwára, and 2 are Unaided, one of which is kept up for boys desirous of learning English after passing the Middle School Examination in the Vernacular.

Of the Middle Schools, those at Mahlpur and Garhshankar are District Board Schools, and the others Municipal Board Schools.

The number of scholars at the High stage has considerably increased, owing chiefly to an increase in the number of Anglo-Vernacular Schools, and partly also to the special care having been taken during the year in maintaining the attendance on the Entrance class of the Hoshiárpur Municipal Board School.

At the Middle stage, the number of Anglo-Vernacular students has increased by more than 86 per cent., and that of Vernacular students by more than 33 per cent. The total number of boys at the Secondary stage at the close of the year was 625, or 244 more than in 1889-90.

The income from fees in Secondary Schools has more than doubled since 1889-90, the total amount collected during the year being Rs. 14,248, or Rs. 8,126 more than that realized in 1889-90.

The result of the Entrance Examination held in 1895 compared very unfavourably in every respect with that of 1889-90. The single school in existence during the year which sent up candidates for this examination was the Municipal Board School, Hoshiárpur, and it passed only 38·1 per cent. of its candidates. The results of the Middle School Examination held during the year have also not been quite satisfactory, owing partly to the application of stricter standards, and partly to question papers having been printed in a type with which the students were not familiar. The boy who headed the pass list for the Province on the Anglo-Vernacular side was from the Municipal Board School at Tánda in this District.

From the increase in the number of Anglo-Vernacular Schools and of scholars attending them, it is evident that English education is progressing in the District, though the high rates of fees have had a deterrent effect.

All the Board and Aided Schools in the District are provided with Boarding Houses, and there has been much improvement in their condition since 1889-90. There are still a few places where either the accommodation is unsuitable, or the arrangements are unsatisfactory.

Appendix A.

Jullundur Circle.

Kángra.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools at the close of the year was 106, or 12 more than at the end of 1889-90. The increase is due to the opening of Venture Primary Schools, and, as a consequence of the increase in the number of schools, the attendance has greatly improved. The number reading at the Primary stage at the close of the year was 6,237, or 626 more than in 1889-90.

The income from fees during the year amounted to Rs. 3,827, or Rs. 1,356 more than the amount realized in 1889-90, the increase being due to increased attendance and the enhancement of rates.

The results of the Primary examinations held during the year are a great improvement over those for 1889-90, though the percentage of passes is slightly lower in each case, owing, perhaps, to a change in the mode of conducting the examinations in accordance with the instructions lately issued on the subject.

The number of Zamíndárí Schools is now one less than in 1889-90. The prescribed scheme is not popular, and 2 of the schools have almost collapsed. The results by the Zamíndárí standards are satisfactory. Examination by these standards was not held in 1889-90.

FEMALE EDUCATION.

There was no Board School for girls in the District in 1889-90, but 5 have since been opened at the suggestion of the Department; one of these is a Municipal Board School, and the other a District Board School. The Unaided Kannya Páthshála School of 1889-90 at Hoshiárpur has been brought on the list of Aided Schools, the other Aided School being the American Mission Girls' School at Hoshiárpur. The two Unaided Schools now in existence are the Christian Boarding School at Hoshiárpur and Rái Bahádur Amín Chand's School at Bajwára.

The results of the Lower Primary and the Infant Examinations are, on the whole, satisfactory; but there is no school sufficiently advanced to present candidates for the Upper Primary Examination.

Knitting and embroidery have been fairly taught in 4 out of the 5 Board Schools; but instruction in plain sewing or in domestic economy has received little attention.

GENERAL QUESTIONS.

The expenditure on Scholarships during the year amounted to Rs. 3,037, or Rs. 182 less than in 1889-90.

Eight Open High School, 11 Open Middle, and 12 Zamíndárí and 6 Jubilee Middle School Scholarships are awarded annually in this District, but all have not generally been current, as the value of these scholarships is not a sufficient inducement to village boys to join a Secondary School at a distance from their homes.

The number of scholarships in Female Schools was one less than in 1889-90, and also than last year.

A marked improvement has been made in Physical instruction in the District since 1889-90. All the Board Schools have been supplied with simple gymnastic apparatus and Monitors. There are also a District Instructor and an Assistant Instructor, who itinerate in the District and supervise the work of the Monitors.

The students are generally orderly and well behaved.

Out of 242 men employed as teachers in the District, 196 are certificated, and the 46 others, of whom again 29 have passed the Middle School Examination. The work of teachers has generally been satisfactory. In a few instances postal work appeared to have interfered with the school work, and this was brought to the notice of the District authorities.

The buildings for Secondary Schools are generally well constructed; but about 20 of the Primary school-houses afford insufficient accommodation. Science apparatus has been supplied to all the Municipal Board Middle Schools excepting that at Tánda.

The Muhammadans are fairly well represented in schools in the District, though their increase during the past five years would seem to be not so satisfactory as in the case of Hindús and Sikhs.

The increased attendance of pupils of all the three denominations in Girls' Schools is due to the opening of new schools since 1889-90.

The net expenditure on education by the District Board amounted during the year to Rs. 29,985, or Rs. 6,666 more than in 1889-90, and Rs. 6,143 less than last year. The decrease has been owing to the closure of certain Indigenous Schools, to which reference has already been made.

The net expenditure on education from the Municipal Funds amounted during the year to Rs. 9,084. But this amount includes Rs. 6,056, the Government grant from Provincial Revenues to the Municipal Board School, Hoshiárpur, which was paid to the Local Body after the close of the school year. Thus the actual net expenditure was only Rs. 3,028, or Rs. 1,963 more than in 1889-90, and Rs. 566 less than the previous year.

The District Board Schools have been fairly managed. But repairs to school-houses and the supply of appliances are matters which needed more attention at the hands of the Board.

The management of Municipal Board Schools has also been generally satisfactory, though some of these are reported to be badly off as regards class and boarding accommodation.

The service books of the Masters of the Municipal Board School, Hoshiárpur, rendering qualifying service for pension, were found incomplete.

PRIVATE SCHOOLS.

There were at the close of the year 104 Indigenous Schools, with an attendance of 1,659 scholars, against 192 schools and 2,867 scholars in 1889-90. Of these, 50 schools, with 2,010 scholars, have this year been transferred to the list of Aided and Unaided Public Schools. Qurán is taught in 42 schools, of which 3 are for females. Thirty-one of the schools teach a Vernacular language, 6 teach Lande or Mahajaní, 8 teach a Classical language or Persian, and 17 are schools teaching Sanskrit by rote.

GENERAL STATE OF EDUCATION.

The general state of education in the District, which is one of the most advanced in the Circle, is, on the whole, satisfactory. The progress made since 1889-90 has been remarkable. The number of schools and scholars has largely increased; the income from fees has more than doubled; and female education has made a real beginning.

The desire for the study of English is steadily on the increase, and English Schools under private management are springing up.

JULLUNDUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Jullundur.

The number of Secondary Schools is one more than in 1889-90, owing to the opening of an insignificant Unaided School at Nawanshahr. The important change since 1889-90 is the introduction of the study of English into the curriculum of the Vernacular Middle School at Nakodar, which accounts for an increase of 1 in the number of Anglo-Vernacular, and for a corresponding decrease in that of Vernacular Schools. The High Schools are two, both at Jullundur, one being maintained by the Municipal Committee, and the other by the Presbyterian Mission. Of the 13 Middle Schools, 8 are Vernacular and 5 Anglo-Vernacular. These 5 are the Municipal Board Schools at Ráhon, Kartárpur, and Nakodar, the Aided Victor School in the Jullundur Cantonment, and the Unaided School, Nawanshahr, above referred to. The number of scholars reading in the Secondary stage has risen from 726 to 811, or 11·7 per cent., and at the Upper Primary stage from 514 to 655, or 27·4 per cent. At the Lower Primary stage the numbers are nearly stationary. The number of scholars learning English shows a satisfactory increase at all the stages of instruction. The slight decrease in the number of agriculturists at the Lower Primary stage of Secondary Schools is due to a more careful discrimination than before between the sons of agriculturists and non-agriculturists.

The amount realized in fees in Secondary Schools during the year was Rs. 19,209, or Rs. 8,519 more than the collections of 1889-90. The increase, which is due to the gradual enhancement of the rates, the addition of the study of English at one of the schools, and the opening of special classes at another, has been the most marked in Anglo-Vernacular Board and Aided Schools, where the income has risen from Rs. 7,923 to Rs. 16,083, or by 97 per cent.

The increase both in the number of candidates and passes at the Entrance and the Middle School Examinations held in 1895 has been very remarkable compared with the results of 1889-90, though the percentages of successes at the recent Middle School Examination are not quite so favourable as in 1889-90.

Appendix A. Jullundur Circle.

Jullundur.

The desire for the study of English continues as strong as ever. The number of scholars learning that language has considerably increased in all the stages of instruction since 1889-90, notwithstanding the higher rates of fees that are now current.

Boarding Houses are attached to all the Secondary Schools but one in the District, and have been fairly well managed. The Boarding House at Kartárpur was closed in 1893, as there was no need for it, and that attached to the school at Sháhkot since 1889-90 is poorly attended. The buildings occupied by the boarders attending the Municipal Board School, Jullundur, are very unsuitable, while those at Banga, Pharála, and Ráhon are overcrowded.

PRIMARY SCHOOLS FOR BOYS.

The District contained at the close of the year 96 Primary Schools, or 2 less than in 1889-90. Of these, 5, *viz.*, the Model School attached to the Normal School, the two Branches of the Misson School, Jullundur, and both the Unaided Schools, are Anglo-Vernacular, and the rest are Vernacular Schools. The Model School is managed by the Department. The number of schools under the control of the District Board is 88, and that of schools under the Municipal Committees only 2. There is also a Venture School aided by the District Board. Besides, there are 57 Indigenous Schools, with 1,823 scholars, which have been included in the return of Aided Public Schools for the first time this year. The decrease in the number of scholars at the Lower Primary stage has been among the sons of agriculturists, and is due apparently to a proper distinction having been made between such boys and those of non-agriculturists. It is due partly also to the closure of a Branch School at Ráhon, and the prevalence of sickness for three or four months during the year.

The income from fees during the year in Primary Schools amounted to Rs. 3,864, or Rs. 1,361 more than in 1889-90. In Government and Board Schools the increase under this head has been about 30 per cent., while in Aided Schools it has more than doubled owing to enhancement of the rates.

The number of candidates and that of passes at both the Upper and the Lower Primary Examinations has risen satisfactorily; but the rise in successes has not been in the same proportion as the rise in the number of candidates, hence the low percentages in both cases.

Zamindari Schools are 3 less than in 1889-90. They continue unpopular, and only a few of them have more than 20 scholars each. The decrease of 3 in the number of schools has caused a decline of 45·8 per cent. in the total number of scholars, and of 50·2 per cent. in that of agriculturists.

The results of examination by the various standards compare unfavourably with those obtained in 1889-90. The Code rules are generally observed, except in the matter of school meetings, both of which are availed of by the scholars. The additional allowance of Re. I, sanctioned in the Code for the teachers of these schools, has been withheld from this District under Article 407 of the Code.

There were no Gurmukhí Schools or Classes in 1889-90, and the only school to which a class is now attached is the Board Middle School at Sháhkot, where it consists of 35 boys, of whom only one is a Sikh.

It appears that the people—Sikhs or others—do not wish to send their children to a Public School merely for the sake of learning Gurmukhí.

FEMALE EDUCATION.

There is only one school of the Middle grade for girls, and it receives no aid from Public Funds. It is maintained by the Arya Samáj of Jullundur, and has been in existence for the last 3 or 4 years as a Primary School, a Middle class having been added during the year under report.

The District has had a larger number of Primary Girls' Schools than any other in the Circle, but they have never been well taught. There are new 26 schools, or 6 less than in 1889-90, 4 having been closed during the year under report. Of the 26 schools now in existence, 13 are under the control of the District Board, 9 are in Jullundur and its suburbs, 2 at Núrmahal, 1 at Banga, and 1 at Nakodar.

The decrease of 107, or 11 per cent., in the number of scholars attending these schools, has been caused by the closure of the worst schools. An increase of 10 scholars in the Upper Primary stage may, however, be regarded as a sign of progress.

The results of both the Upper and Lower Primary Examinations compare favourably with those for 1889-90, and the fact that a slight decrease in the number of candidates for the Lower Primary Examination is followed by a large increase in that of passes is also a satisfactory feature. The Unaided

Arya Samáj School presented pupils for the Departmental Examination for the first time during the year with a result which is fairly satisfactory. The school ought to do well, as the management is in the hands of gentlemen who feel a special interest in the cause.

Needlework has been taught in most of the schools, though not according to the prescribed scheme. Kashída and embroidery of different kinds have received much attention. There is no provision for teaching this subject in three of the schools.

GENERAL QUESTIONS.

The expenditure on Scholarships during the year amounted to Rs. 4,991, or Rs. 52 less than in 1889-90. Of this sum, Rs. 1,078 were paid from Provincial Revenues, Rs. 3,550 from District Funds, Rs. 312 from Municipal Funds, and Rs. 51 from Other Sources. Ten Open High School and 14 Open and 20 Close Middle School Scholarships are awarded annually in this District to eligible candidates in schools for boys. The girls passing the Lower Primary Examination are also awarded scholarships, which are payable from Provincial Revenues.

Compared with the state of things in 1889-90, the progress made in Physical instruction in the District has been very satisfactory. Paid Gymnastic Instructors are attached to all the Secondary and to half-a-dozen Primary Schools in the District. In the majority of the Primary Schools the teachers have mastered the course in drill, and exercise the classes themselves. Quarterly competitions have not been regularly held in any of the Secondary Schools, and an annual tournament for the District has not been organized.

The conduct of the students has generally been satisfactory. Discipline has been fairly maintained. Cleanliness of person and clothing is insisted on, especially in Secondary Schools.

The work of the teachers employed in Boys' Schools, with 24 exceptions, has been satisfactory. The number of uncertificated teachers is about 45, or nearly a half of that reported in 1889-90. Of the teachers employed in Girls' Schools, nearly one-third are certificated. But altogether the number of inefficient teachers is gradually decreasing.

The state of school-houses in the District has not much changed since 1889-90. The rented houses occupied by the Municipal Board High School at Jullundur are very unsuitable and inconvenient; 5 or 6 Vernacular Middle Schools also are inadequately accommodated; and 15 of the Primary Schools are without houses of their own.

The schools at Adampur, Sháhkot, and Aláwalpur continue without a set of Science apparatus. Proper writing-desks of the modern pattern are needed in almost all the Anglo-Vernacular Schools.

The number of Muhammadan boys in Public Schools has risen slightly since 1889-90, and their advance in English education at the Secondary stage, compared with Hindús and Sikhs, has been insignificant; while their decline in Vernacular Schools is a matter for regret. The Sikhs have advanced satisfactorily in all the stages of instruction in Public Schools.

In Girls' Schools the number of Hindú scholars has increased owing to the opening of the Arya Samáj School at Jullundur. The number of Sikhs is stationary so far as Public Schools are concerned; while that of Muhammadan girls has fallen off largely owing to the closure of certain schools.

The budget provision by the District Board for all sorts of schools was less by Rs. 247, and that for Primary Schools more by Rs. 1,012, than the minimum sum which might have been required. The net expenditure from District Funds exceeded that in 1889-90 by Rs. 721. The gross expenditure from this source amounted to Rs. 34,480, which was less than the budget provision by Rs. 2,186 on account of savings from Scholarships, Stipends, and Establishments.

The budget provision for education by the Municipal Committees of Kartárpur, Nawanshahr, Banga, and Núrmahal was satisfactory; but in other cases it fell short of the minimum that might have been required under the rules.

The gross expenditure fell short of the budget provision in all cases, excepting Nakodar and Phillour. Taking all the Municipal Committees together, the net amount expended during the year was Rs. 3,289 less than in 1889-90, owing to a considerable increase in the income from fees, which rose from Rs. 7,709 to Rs. 12,586. The schools at Ráhon and Aláwalpur have been a source of income to their controlling Bodies to the extent of Rs. 1,315 and Rs. 44, respectively.

The management of District Board Schools has been fairly satisfactory. Some of the certificated teachers, however, are ill paid, and the additional allowance of Re. 1 per mensem, sanctioned in the Code, is withheld from the trained teachers of Zamíndárí Schools.

Appendix A.

Jullundur Circle.

Of the Municipal Board Schools, those at the head-quarters have been very fairly managed by the Committee. The Municipal Board School at Banga was in a disorganized state for some time during the year, and the Committee did not take prompt measures to restore it to order.

Jullundur.

The Girls' Schools under the Nakodar and Núrmahal Municipal Committees are allowed to continue under very inefficient teachers.

The service books of teachers in the Municipal Board Schools at Jullundur and Ráhon rendering qualifying service for pension were incomplete.

PRIVATE SCHOOLS.

The number of Private Schools at the close of the year was 229, or 140 less than in 1889-90. Of these, 204 were schools for boys, with an attendance of 3,118 scholars, and 25 for girls, with an attendance of 396 scholars. Of the Boys' Schools, about 75 per cent. have been returned as Qurán Schools; 18 are schools in which a Vernacular language is taught; 16 are for advanced learning in Arabic, Persian or Sanskrit; and the rest are schools for teaching bazár accounts or Sanskrit books by rote. Of the Girls' Schools 7 are for teaching Urdú and 5 for Gurmukhí, while the rest are for teaching the Qurán by rote.

In addition to these, 57 Boys' Schools, with an attendance of 1,823, and one Girls' School, with 30 pupils, which were formerly treated as Private Schools, have this year been included in the return of Public Primary Schools. The Qurán Schools show a decrease from 228 to 153 in the number of institutions, and from 3,203 to 2,102 in that of scholars attending them.

GENERAL STATE OF EDUCATION.

The general condition of education in the District and the progress made during the year are satisfactory. The Public Schools for boys, Board and Aided, are all getting on well; but the condition of Zamíndárí Schools, and of the schools for girls, is rather discouraging,

FEROZEPORE DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Ferozepore.

The number, statistics, and localities of the Secondary Schools in the District remain unaltered since 1889-90. The 3 Anglo-Vernacular Schools are—the Municipal Board High School and the Aided Cantonment Middle School at Ferozepore, and the Fázilka Municipal Board Middle School. The Vernacular Schools are 5, all of the Middle grade, and are situated at Zíra, Dharmkot, Moga, Buttar, and Mehráj.

In Board Anglo-Vernacular Schools, the number of scholars at the High stage has doubled since 1889-90, and there is a marked increase in attendance in the Middle and Upper Primary stages; but there has been a considerable decline in the Lower Primary stage, and this, together with a decrease in numbers in all the stages of the Cantonment School, has resulted in a net diminution of 6 per cent. in the Anglo-Vernacular Schools of the District. The decline in Board Schools is largely due to the transfer of the Mahájaní classes at Fázilka to the list of Primary Schools owing to their removal to a separate building from that of the Main School, and in the Cantonment School it is due chiefly to the levy of fees at enhanced rates. The Vernacular Schools show a slight fall in the Middle stage, but a satisfactory increase in the other stages.

Fees are levied at the prescribed rates, except at Fázilka, where the sons of residents having an income below Rs. 50 per mensem, and those of officials in receipt of salaries below Rs. 25, are charged half rates. The income of the Anglo-Vernacular Schools from this source has risen by 71·3 per cent., and that of the Vernacular Schools by 17 per cent. during the past five years.

The results of both the Entrance and the Middle School Examinations compare very favourably with those of 1889-90.

The number of Boarding Houses is one more than in 1889-90. The Aided Cantonment School is now the only school in the District that has no Boarding House attached to it. Considerable improvement has been effected in the condition of these institutions generally, though want of additional accommodation or a supply of furniture is felt in some of them.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools has risen by 13 since 1889-90. Of the new schools, 7 are schools of the ordinary type, 5 are Zamíndárí Schools, and 1 Mahájaní Branch of the Fázilka School. Of the total number of Primary Schools, 66 are under the control of the District Board, and 4 under that of the Municipal Boards. The former are very unevenly distributed over the Tahsíls.

The number of scholars in Primary Schools has risen by 9·6 per cent.; but this increase is not commensurate with that in the number of schools. Taking the scholars in Primary Schools and Primary Departments of Secondary Schools together, the increase amounts to only 6·3 per cent.

The rules regarding fees have, with a few exceptions, been followed. The receipts in the District Board Schools have more than doubled owing to increase in the number of schools, and to the fact that many of the boys, who formerly were wrongly returned as agriculturists, have since been treated as non-agriculturists and made to pay. The increase in Municipal Branch Schools is due to enhanced rates.

The results of examinations by the Upper and Lower Primary Standards in the case of Board Schools compare very favourably with those of 1889-90; but in the case of the Aided Cantonment School there has been a great falling off both in the number of candidates and of passes, as also in the percentage of successes by the Upper test.

There are 5 Zamíndárí Schools in the District, with 153 scholars. There were no such schools in 1889-90. One of the Tahsíls has 2 schools and 3 have one each. The Muktsar Tahsíl has no Zamíndárí School. The sons of agriculturists are fairly well represented, being three-fourths of the total number in two schools and one-half in two others. In the fifth school they constitute only one-fifth of the whole number. All the schools are in charge of trained teachers. The results of examinations by the different standards held during the year under review were good.

The distinctive character of these schools is not fully maintained, the kharíf harvest vacation not being allowed by reason of the annual inspection taking place about that time, and the scholars attending mostly both the meetings daily.

There were no Gurmukhí classes attached to Board Schools in 1889-90. Their number now is 6, as it was last year, with an attendance fallen from 131 to 92 during the year. The decrease is a matter for surprise, as it was at the desire of the people of this District that Government authorized Local Bodies to organize such schools or classes. The study of Gurmukhí in Public Schools seems to be not popular even amongst Sikhs.

FEMALE EDUCATION.

The Girls' Schools are 4, against 7 in 1889-90, with a decrease of 21·7 per cent. in the number of scholars. The Board Schools at Ferozepore and Fázilka, and the Aided School at the former place, have been closed for want of attendance. All these schools are of the Primary grade.

The results of the Upper and Lower Primary Examinations of Board Schools compare favourably with those obtained in 1889-90; but the Cantonment School, now the only remaining Aided School in the District, shows much falling off, which has considerably affected the percentage of passes for the District. It was attributed by the Inspectress to the inefficiency of the staff, which, however, has been recently changed.

There has been considerable improvement in Needlework since 1889-90, when it was rarely attempted in Board Schools.

GENERAL QUESTIONS.

The number of scholars learning English in schools of the District has risen from 373 to 473, or by 26·8 per cent., while the rise of scholars in the Vernacular Secondary Schools does not exceed 10 per cent. This is an evidence of the fact that the study of English, in spite of high and enhanced rates of fees, is the more popular of the two kinds of education.

The expenditure on Scholarships has increased further. There was one more Open Scholarship current at the close of the year under review than in 1889-90, and the current Zamíndárí and Close Scholarships, which did not exist in the latter year, numbered 14 and 31, respectively. Jubilee Scholarships have not been founded by any Local Body in the District.

A great improvement has been made in Physical training since 1889-90; an itinerant Gymnastic Instructor has been appointed for schools of the District excepting Ferozepore and Fázilka, where the Municipalities have provided separate Instructors. A Gymnastic Monitor is also employed in every Board Secondary School. The courses of Physical training have been introduced, and quarterly competitions and annual tournaments have commenced to be held regularly.

Except in one or two schools, the boys at the time of the annual inspection were well behaved and well dressed.

The calibre of the teachers has very much improved during the past five years. Of 158 teachers in the District, as many as 135 hold Departmental Certificates for Teacherships and 17 have passed the Middle School Examination; and the work has been generally very fair.

The buildings of Anglo-Vernacular Schools are good; but those of the Vernacular Secondary Schools are inadequate in some cases, and of the Primary Schools about 20 have no houses of their own. Furniture and appliances have been generally sufficiently supplied, though Science apparatus is incomplete in some Secondary Schools, and writing-desks of the modern pattern are needed in all the Anglo-Vernacular Schools.

Appendix A.

Jullundur Circle.

Ferozepore.

The number of Muhammadan boys, except in Female Public Schools, where it has considerably fallen owing to the abolition of the Fázilka School, has increased in all kinds of institutions and in all stages of instruction, the rise being the highest, 75 per cent., at the Secondary stage of Anglo-Vernacular Schools. In the case of Sikhs and Hindú boys, the increase in the attendance at Private Schools is the most striking ; but the number of the former, while stationary at the Secondary stage of Anglo-Vernacular Schools, has considerably declined at the same stage of Vernacular Schools.

The District Board and some of the Municipal Committees seem to have discharged their obligations with regard to educational expenditure fairly satisfactorily. The expenditure, however, falls short of the budget provision all round, though in the case of the District Board and of some of the Municipal Committees it is in excess of the amount spent in 1889-90, and wherever it is even less than this amount, it is because the income from fees has increased.

The mangement of the District and Municipal Board Schools has been, on the whole, satisfactory.

PRIVATE SCHOOLS.

The number of these Schools has risen from 128 to 133, and of the scholars attending them from 1,440 to 2,113. Eight schools containing 249 scholars were examined for grants during the year. No school was so examined in 1889-90. These schools are now treated as Aided Public Schools.

GENERAL STATE OF EDUCATION.

The general state of education in the District is, on the whole, satisfactory, and the advance since 1889-90 has been remarkable. A number of Elementary Indigeneous Schools has been brought on the list of Grant-in-aid Schools ; several new Primary and Zamíndárí Schools have been established ; the rolls of the Primary and Private Schools have considerably risen ; the loss in attendance of some of the Secondary Schools has been counterbalanced by a gain in Primary Schools ; fees show a great increase ; the results of examinations are a decided improvement ; and the number of trained and certificated teachers has largely increased, resulting in the improved quality of the work, though there is yet considerable room for further improvement, and the Primary Schools in the Muktsar and Fázilka Tahsíls continue poor in almost every respect. Female education is also in a backward condition owing to the apathy of the people and the paucity of competent teachers.

LUDHIANA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Ludhiána.

There were at the close of the year 19 Secondary Schools in the District, against 16 at the end of 1889-90. The increase and decrease of 1 in the number of Anglo-Vernacular and Vernacular Board Schools, respectively, is due to the transfer of the Vernacular Middle School at Dehrru to Samrála and its subsequent conversion into an Anglo-Vernacular School. That the number of Aided Schools has risen by 2 is due to the Haqqání Primary School having been raised to the Middle grade, and the Unaided Christian Boys' Boarding High School, Ludhiána, having been brought to the Aided list. The Unaided Mission Middle School at Khanna was closed in 1890-91 for want of proper attendance and 3 new schools of the kind sprang up since, *viz.*, the Hindú School, Jagráon, which has been closed since the beginning of the current year, and the Engineering Popular Middle School, Jagráon, A Middle class has been added during the year to the Sanskrit School at Ludhiána. Of the 9 Varnacular Schools, 6 are District Board Schools, and the rest, *viz.*, those at Khanna, Máchhiwára, and Ráikot, are Municipal Board Schools. Of the 4 Aided Schools, 2 are Mission Schools—one is managed by the Arya Samáj, and one by the Anjuman-i-Islám.

The 3 Anglo-Vernacular Board Schools are—the Municipal Board Schools at Ludhiána and Jagráon, and the District Board School at Samrála.

The number of boys under instruction in Secondary Schools at the end of the year was 2,801, or 708 more than in 1889-90. The increase, however, is only apparent, and not real, as the Upper Primary Department of the Municipal Board School, Ludhiána, previously held in a separate building, and consequently a separate school, is now located in the same building with its Secondary Department. At both the High and Middle stages of Secondary Schools, there has been since 1889-90 a satisfactory advance in numbers, amounting to 33 per cent. at the former, and to 5·6 per cent. at the latter.

The income from fees during the year amounted to Rs. 17,280, which is Rs. 4,460 more than the sum realized in 1889-90, and about Rs. 3,664 more than last year. In Board Schools the collections have risen from Rs. 6,630 to Rs. 9,359, and in Aided Schools from Rs. 2,628 to Rs. 6,953, while in Unaided Schools they have fallen from Rs. 3,562 to Rs. 968. The increase in Aided Schools, which is the most marked, has been caused by the Christian Boys' Boarding High School, Ludhiána, having been brought on the list of Aided Schools; and this also accounts for the considerable decrease noticeable in Unaided Schools. The increase in Board Schools is due to an increase in the

number of Anglo-Vernacular Board Schools, and to the amalgamation with the Main School of the Upper Primary Department of the Municipal Board School, Ludhiána, previously held in a separate building.

The results of the Entrance and Middle School Examinations held in 1895 compare very favourably with those obtained in the previous year and in 1889-90, except that a slight falling off is noticeable in the percentage of successes at the latter examination on the Vernacular side. To the Entrance Examination held in 1895 the Board and Aided Schools supplied 51 candidates, of whom 34 passed, the percentage of passes in the case of Board Schools being 68, and in that of Aided Schools 69·1.

To the Middle School Examination held in January last, the District supplied 311 candidates, *viz.*, 126 on the Vernacular side, of whom 70, or 55·5 per cent, passed, and 185 on the Anglo-Vernacular side, of whom 106, or about 57 per cent., passed. The Board Schools passed 40 out of 46, the Aided Schools 97 out of 148, and the Unaided Schools 8 out of 26, candidates sent up. The percentage of passes in the case of private candidates was less than 25 per cent.

The number of boys learning English in Secondary Schools has considerably increased since 1889-90, the increase being confined entirely to the Primary Stage, and is due chiefly, as already stated, to the Upper Primary Branch of the Municipal Board School, Ludhiána, being brought into the Main School building. Vernacular education beyond the Middle School standard is not appreciated.

As a rule such of the scholars as pass the Middle School Examination in the Vernacular join an Anglo-Vernacular School for the study of English.

Boarding Houses are attached to all but 4 of the Secondary Schools in the District. The Boarding Houses attached to the Anglo-Vernacular Schools are generally in good condition ; but some of those attached to Vernacular Schools are unsuitable and insufficient, and the arrangements in them are also not quite satisfactory.

PRIMARY SCHOOLS FOR BOYS.

The number of Board and Aided Schools is the same as in 1889-90. The decrease of one in the number of Unaided Schools is due to the addition of a Middle class to the Sanskrit Hindú School, Ludhiána, and its consequent disappearance from the list of Unaided Primary Schools. These schools contained at the close of the year 3,225 scholars, or 116 less than at the end of 1889-90. The decrease is due to the transfer of the Upper Primary Department of the Municipal Board School, Ludhiána, to the Main School Building, and to the Sanskrit School, Ludhiána, having been returned as a Secondary School. Taking the Primary Schools and Primary Departments of Secondary Schools together, there has been a satisfactory increase in the number of scholars, amounting to 11 per cent. The number of agriculturists shows a slight decrease, due, perhaps, to a right distinction of agriculturists from non-agriculturists.

The amount realized in fees during the year was Rs. 3,161, or Rs. 361 more than in 1889-90. The increase is due chiefly to the enhancement of rates.

The results of both the Upper and the Lower Primary Examinations show a marked improvement over 1889-90, except in the case of Unaided Schools, which show a fall. Compared with last year, the results of the Upper Primary Examination obtained by Board Schools have not been very favourable. This is due to the addition during the year of Mental Arithmetic to the subjects of the examination for the first time. The results of the Lower Primary Examination compare very favourably with those obtained last year in all respects.

The number of Zamíndárí Schools is the same as in 1889-90; but the attendance in them has fallen by 32 since then, and by 16 since last year. The majority of these schools are not in a flourishing condition, Primary Schools of the ordinary type being in request in place of them. The results of examination by the standards compare favourably with those obtained last year.

Examination by the special standards was not held in 1889-90.

There is only one Gurmukhí School in the District, with an attendance fallen from 50 to 28 during the year. It may be noted that such of the parents as wish their children to learn Gurmukhí send them to *dharmsálas* (village rest-houses, in which the Granth is read and taught), where education is free, and not to Public Schools, where fees are charged.

FEMALE EDUCATION.

The number of Board Primary Schools is one less than in 1889-90; 3 of the inefficient schools at Ludhiána were closed in 1891-92 ; but 2 others have since been opened, *viz.*, 1 at Ludhiána, and another at Ráikot. Of the 19 schools now existing, 7 are District Board and 12 Municipal Board Schools. The number of scholars in attendance at these schools at the close of the year was 530, or 10 less than in 1889-90. Of the total number of girls, 6 were reading at the Middle, 60 at the Upper Primary, and 464 at the Lower Primary stage.

Appendix A.

Jullundur Circle.

Ludhiána.

The considerable increase at the Upper Primary stage is the result of the number of scholarships tenable at that stage having been increased from 26 to 48 during the past five years.

The results of the Middle Standard and the Primary Examinations have been very satisfactory compared with those for 1889-90. Compared with last year, the results of the Upper Primary Examinations have not been favourable, the reason being the same as in the case of Boys' Schools, *viz.*, the addition of Mental Arithmetic to the subjects of examination.

Needlework has received attention in the schools in the interior of the District, except at Ráikot, Andlú, Pakkhowál, and Fatehpur, where the prescribed courses have not been properly followed. Lessons on Domestic Economy, &c., are nowhere given.

GENERAL QUESTIONS.

The amount expended on Scholarships and Stipends during the year was Rs. 5,065, or Rs. 1,877 more than in 1889-90. One hundred and sixty-eight scholarships—114 in schools for boys and 54 in those for girls—were held in the District at the close of the year. The expenditure on scholarships amounted to Rs. 1,615 from Provincial Revenues, to Rs. 2,610 from District Funds, and to Rs. 8,011 from Municipal Funds. The expenditure from 'Other Sources' was Rs. 29 only. Fifteen Open High and Middle School Scholarships, 12 Close, and 12 Zámíndárí, and 6 Jubilee Middle School Scholarships are awarded annually in schools of the District.

Physical instruction receives much attention in the District. The prescribed courses have been introduced, and quarterly competitions have been organized and held. Monitors have been appointed to all the Board Secondary Schools and to half a dozen Primary Schools. Cricket is played in almost all the Secondary Schools. The annual Athletic Tournament, which was held in February last, was a great success.

The conduct of the students has been generally satisfactory. Cleanliness is well observed at the time of inspections, but not always.

The work of the teachers employed in Board Schools has generally been satisfactory. Of the 155 teachers employed in Board Schools for boys, only 6 are uncertificated. Among teachers of Female Schools, 10 out of 25 are uncertificated; while the number of those employed in Aided Schools is 57, of whom only 27 are certificated. Compared with 1889-90, there has been a great improvement in the calibre of the teachers, the number of certificated men having increased by 18·6 per cent.

The want of accommodation is badly felt in the case of half a dozen Middle Schools and 3 or 4 Primary Schools. A good deal has been done since 1889-90 in fitting the schools with the requisite furniture and appliances.

The Hindús and Musalmáns are well represented in schools of the District in almost equal proportions.

The amount expended during the year from District Funds was Rs. 25,819, or Rs. 429 more than last year, and Rs. 4,196 more than in 1889-90; but the budget provision for all sorts of schools was slightly less than the minimum that might have been required.

The sums provided for education by the Municipal Committees in their budgets were very satisfactory except in the case of the Ludhiána Municipality; but the net expenditure during the year, though far in excess of the sums spent before the year of localization and in 1889-90, fell short of the expenditure made during the preceding year, except at Ráikot. This decrease is due to an increase in fees; and in the case of Ludhiána, it is due also, to a certain extent, to the abolition of the post of a School Clerk, and to savings effected in the rent of school-houses.

The District Board Schools are, as in other Districts, fairly well managed by the District Inspector, acting under the orders of the Deputy Commissioner, who is the President of the Board.

The Municipal Committees of Ludhiána and Ráikot have been indifferent to the requirements of their schools.

The service books of the Masters rendering qualifying service for pension have not been kept up to date.

PRIVATE SCHOOLS.

There were at the close of the year 148 Private Schools in the District, with an attendance of 3,240, compared with 175 schools and 2,562 scholars in 1889-90. Of these schools, 31, containing 1,125 pupils, examined for grants, have been returned as Public Schools. It is satisfactory to note that, though the total number of schools has decreased, that of scholars has considerably increased.

GENERAL STATE OF EDUCATION.

The general state of education in the District is good on the whole. The progress made since 1889-90 has been very creditable to all concerned. The teaching, however, of certain subjects, such as Grammar, Arithmetic, Geography, Mensuration, and Common Things, has not been so intelligent as might be wished.

LAHORE CIRCLE.

GUJRANWALA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Gujránwála.

The number of Secondry Schools has increased from 8 to 13.

There has been some decrease in the roll of the Board and Aided Schools; but it has been more than counterbalanced by a sudden and very high increase in the number of scholars attending the Unaided Schools; and, on the whole, the number of scholars in all the Secondary Schools taken together has risen considerably.

In the Board and Aided Schools fees are generally levied according to the rules contained in the Code. In the Unaided Schools the rates charged are about half the Government rates. The total fees realized in the last school year was Rs. 17,230, against Rs. 11,357 in 1889-90.

In the Entrance Examination 43 passed out of 68, against 18 out of 62 in 1889-90. In the Anglo-Vernacular Middle School Examination the result is not favourable. On the Vernacular side it continues to be satisfactory.

Every Secondary School has a Boarding House attached to it, which is generally well managed.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 99, with 5,046 scholars, instead of 69, with 3,697 scholars, in 1889-90.

The increase in the number of schools as well as scholars is due to the inclusion of the Elementary Indigenous Schools examined for grants among Public Schools.

Fees have always been correctly levied in Board Schools. The total amount collected last year was Rs. 3,655, against Rs. 2,863 in 1889-90.

The number of candidates for, and passes in, the Upper Primary Examination has increased, though the percentage of passes is smaller. There is a serious falling off in the Lower Primary Examination.

The number of Zamíndárí Schools has increased from 7 to 9, and that of scholars attending them from 318 to 443. The results of the examination show some improvement, and, on the whole, the condition of these schools is fair.

FEMALE EDUCATION.

There was not any Secondary School for girls in the District in 1889-90; now there are two of them, both Aided, and situated in the town of Gujránwála. The number of Primary Schools for girls has decreased from 22 to 17. The number of female scholars in receipt of education in this District is stationary. Needlework is in a backward condition.

GENERAL QUESTIONS.

English education continues to prosper. All the Unaided Schools recently started in the District are Anglo-Vernacular.

Scholarships are always awarded and held according to rules. A few maintenance stipends are awarded by the U. P. Mission to Native Christian boys studying in a Branch of the Mission School, Gujránwála.

Much improvement has taken place in Physical training, though there is still room for more.

The instructional state of the District has improved; but a large number of untrained Assistant Teachers are employed in the Board Primary Schools.

Except the school-houses of the Municipal Board School, Gujránwála, and Vernacular Middle Schools at Pindí Bhattián and Sohdra, accommodation is sufficient everywhere in the District, and the buildings are generally well kept. All the appliances, except Mensuration apparatus, are very fairly supplied.

The total number of Hindú, Sikh, and Muhammadan boys attending the schools have risen. The numbers of Hindú and Sikh girls also show increase, while that of the Muhammadan girls has fallen off by 20 per cent.

Appendix A.

Lahore Circle.

Gujránwála.

Compared with 1889-90, the District Board spent Rs. 4,503 more in net in the last year.

In 1889-90 there were 10 Municipal Committees in the District, but now there are only 6. The important Municipalities of Gujránwála, Wazírábád, and Rámnagar spent more net during the last school year than five years ago. The similar expenditure of the other three was less.

The management of the District Board and Municipal Board Schools has been satisfactory.

PRIVATE SCHOOLS.

The number of Private Schools is 174, against 190 in 1889-90 —157 for boys and 17 for girls, attended by 2,494 scholars.

There has been, and still continues to be, a considerable amount of friction between the different Board, Aided, and Unaided Schools in Gujránwála on the question of Discharge Certificates, and generally on the observing of Inter-School Rules; but things are improving, and will, I trust, soon settle down. Education has suffered seriously in losing Mr. O'Dwyer, the energetic, popular, and capable Deputy Commissioner, who took a deep interest in education and gave every assistance in his power to the Inspector.

MONTGOMERY DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Montgomery.

The total number of Secondary Schools has risen from 3 to 4. Taking the Secondary Schools together, there is an increase of about 17 per cent. in the number of scholars.

In the Vernacular Middle Schools decrease has taken place in every department, which is more than counterbalanced by similar increases in the Anglo-Vernacular Schools. This is due to one of the Vernacular Middle Schools having been converted into an Anglo-Vernacular one during the last five years.

Fees are levied according to the rates laid down in the Code, and the total amount collected in 1894-95 was Rs. 4,063, against Rs. 1,574 in 1889-90.

There is a remarkable improvement in the results of the Anglo-Vernacular Middle School Examination. On the Vernacular side the numbers of candidates and passes continue to be small.

There is only one Boarding House in the District, that attached to the school at head-quarters. Want of such accommodation is felt at Dipálpur and Pákpattan.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 38, or 8 more than 1889-90. The number of Government and Board Schools has increased by 5 and 3. Elementary Indigenous Schools examined for grants have been counted as Primary Schools.

The total number of boys attending these schools is 16 per cent. more than in 1889-90.

In all the Primary Schools, except one, and in all the Zamíndárí Schools, half the rates laid down in the Code have been charged. The total amount collected last year was Rs. 436, against Rs. 492 in 1889-90. There is a slight decrease in the number of candidates for, and passes by, the Upper Primary standard. In the Lower Primary Examination the number of candidates was stationary, though the number of successful boys was less by 15 per cent.

The number of Zamíndárí Schools has increased from 5 to 9, and their roll from 129 to 227. On the whole these schools are fair.

The number of Gurmukhí Branch Schools is 5, attended by 166 boys.

FEMALE EDUCATION.

During the last five years the District has had only one Girls' School, *viz.*, the Municipal Board Girls' School, Montgomery. The number of girls attending this school has increased from 18 to 45.

Needlework is not properly taught.

GENERAL QUESTIONS.

English education continues to make good progress so far as the numbers learning are concerned. The number of boys studying this language has more than doubled, and two Vernacular Schools were converted into Anglo-Vernacular Schools during the last five years.

All the scholarships have been founded and awarded according to the Code rules.

In Physical training there is great improvement since 1889-90. Systematic teaching in drill has been introduced in the schools.

The conduct of scholars has been satisfactory. The general character of instruction has improved. This is due to there being a larger number of trained teachers employed in the District than 5 years ago.

The buildings of the Secondary Schools are, except one, sufficient, and all in good condition. But the Primary and Zamíndárí Schools are nearly as badly off in this respect as in 1889-90; as many as 9 having no proper houses.

Furniture and appliances are not quite sufficient.

Except a decrease of 8 per cent. of Sikhs in the Primary stage of Public Schools, all the three communities show a good increase in every other stage of these schools. But taking the Private Schools together with the Public Schools, all these creeds show a decrease in the total.

In 1889-90 the net expenditure of the District Board was Rs. 7,622; in the last year it was Rs. 9,749.

In the last year the Pákpattan Municipality spent in net Rs. 607, or Rs. 166 less than in 1889-90. The net expenditure of Montgomery and Kamália Municipalities have risen considerably.

The management of the schools under the District and the Municipal Boards is, on the whole, fair.

PRIVATE SCHOOLS.

The number of Private Schools for boys is 81, against 142 in 1889-90, with 1,004 scholars in them.

JHANG DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Jhang.

Compared with the year 1889-90, the number of Secondary Schools has fallen from 5 to 4. This is due to the amalgamation of the Anglo-Vernacular Middle School, Maghiána, with the High School, Jhang, in 1891.

Satisfactory increase has taken place in the number of scholars in every stage, and in the High stage the numbers have almost doubled. The total number of scholars attending the Secondary Schools has risen from 952 to 1,320, or by 38·6 per cent.

In the Anglo-Vernacular Schools full rates of fees are charged. In Vernacular Schools special rates (a little more than half) have been levied in the last year; but in 1889-90 they were exactly half of the Code rates. The amount realized during the past school year was Rs. 10,397, against Rs. 5,560 in 1889-90, when only half the prescribed rates were enforced in the Vernacular Schools.

In 1889-90 only 6 out of 18 passed the Entrance Examination; in 1894-95 30 out of 36 passed the same examination from the Victoria Jubilee High School, the greatest number from any Board School in the Province. The results of the Anglo-Vernacular Middle School Examination show an equal improvement. On the Vernacular side there is some increase in the number of candidates and passes, but a slight decrease in the percentage of successful boys. A scholar of the Ahmadpur Vernacular Middle School headed the Provincial pass list.

In 1889-90 none of the Secondary Schools had Boarding Houses. Every one of them has now been provided with such accommodation, though there is room for improvement everywhere, except in the Boarding House attached to the Victoria Jubilee High School.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 50, against 32 in 1889-90. The increase of 18 is accounted for by the fact that the Elementary Indigenous Schools examined for grants have been included in the statement.

The number of scholars in these institutions has increased by 697, or 73·4 per cent. But, if the Primary Schools and Primary stages of Secondary Schools be taken together, the numbers have increased from 1,651 to 2,602, or by 57·5 per cent. The number of agriculturists and those learning English show considerable improvement.

Appendix A. Lahore Circle.

Jhang.

Fees are realized at half the Code rates, and the total amount realized last year was Rs. 250, against Rs. 349 in 1889-90. The collection has been going down and down every year.

The Zamíndárí Schools are very unpopular. Their number has fallen from 12 to 5, and roll from 306 to 94.

A great increase has taken place in the number of candidates for, and passes in, the Upper Primary Examination; in the Lower Primary it is not so marked.

FEMALE EDUCATION.

The number of Girls' Schools has risen from 6 to 7, and that of the scholars from 261 to 315, increase having taken place in every stage.

The result of the Upper Primary Examination is much better than five years ago, though that of the Lower Primary has been at a standstill.

Needlework is well cared for in the schools at head-quarters.

GENERAL QUESTIONS.

English education continues to make great progress so far as the numbers learning this language are concerned, and the number of scholars learning English has risen by 50 per cent.

The award of scholarships has in every case been strictly according to the rules.

Since 1889-90, when there was no systematic arrangement for the promotion of Physical training, vast improvement has taken place. The Victoria Jubilee High School and the Anglo-Vernacular Middle School, Chiníot, have Gymnastic Masters of their own, and two itinerant Gymnastic Instructors visit all the Board Schools in the District. Gymnastic apparatus is now fairly supplied, and interest is being taken in this line.

Of the teachers employed in the District a pretty large number are untrained.

The accommodation provided in the Victoria Jubilee High School is insufficient, and several classes sit out. Ten Primary Schools have no houses of their own, and several others are held in houses borrowed for the purpose, or taken on rent, which are by no means suitable. Furniture and appliances are much better supplied than in 1889-90. Matting and Mensuration apparatus are the chief requirements to be provided for.

The number of Hindú boys has risen by 19·8 per cent., while the Sikhs have gone down by 29 per cent. This decrease is due to there being fewer Sikh baptisms every year and the rising generation preferring Hinduism to it. There is a slight increase in the number of Muhammadans on the whole; and in the Anglo-Vernacular Schools their numbers have gone up by 150 per cent. The numbers of Hindú and Muhammadan girls have risen slightly; that of the Sikhs is exactly half of what it was in 1889-90.

The net expenditure of the District Board on education was Rs. 2,672 more than the net amount expended before localization. The net expenditure of the Jhang-*cum*-Maghiána Municipality was Rs. 161 more than in 1889-90, but Rs. 626 less than its net expenditure in 1885-86. The Chiníot Municipality spent in net Rs. 685 more than in 1889-90.

The management of the District Board Schools has been fairly satisfactory, but there is still room for improvement. The management of the schools under the Jhang-*cum*-Maghiána Municipality is satisfactory, but the same cannot be said of the Chiníot Municipal Committee.

PRIVATE SCHOOLS.

The number of Private Schools has fallen from 123 to 77. The number of boys receiving instruction in these institutions is 969.

The number of Qurán Schools is returned as 29, against 43.

LAHORE DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Lahore.

The number of Secondary Schools has risen from 17 to 20, and the number of High Schools from 6 to 7. Of the 13 Middle Schools, 7 are Anglo-Vernacular, 2 are Government and Board Schools, 3 Aided, and 2 Unaided Schools. The six Vernacular Schools are at Badhána, Bághbánpur, Sharqpur, Khemkaru, Pattí, and Sur Singh. The number of boys in the Secondary stage of Anglo-Vernacular Schools has increased by 352, 87·8 per cent. of the increase being in Unaided Schools. In the Secondary stage of the Vernacular Schools there has been a decrease of 18 per cent.; the Primary stage of the Anglo-Vernacular Schools shows an increase of 45 per cent., chiefly in Unaided Schools; the Vernacular Schools in this stage show a light decrease.

The total amount of fees realized has more than doubled in the Secondary Schools, which fact is due chiefly to the enhanced rates of fees and the increase in the number of scholars in Unaided Schools.

The results of the Entrance and Middle School Examinations show a great improvement over 1889-90, and it may be noticed that the largest proportion of candidates as well as of passes in both the examinations was from the Unaided Schools.

All the Secondary Schools in the District have been provided with Boarding Houses; but the Boarding House at Badhána is unfavourably situated.

PRIMARY SCHOOLS FOR BOYS.

The total number of Primary Schools is 93, against 68 five years ago, of which 60 are Government and Board Schools, 27 Aided, and 6 Unaided. The scholars attending these schools are 4,295, or 521 more than in 1889-90, the increase in the number of schools as well as scholars being entirely due to the inclusion this year of the Elementary Indigenous Schools examined for grants among Public Schools.

The proportion of boys in the Upper Primary stage of Primary Schools is 10·9 per cent. of the whole number of pupils reading in Primary Schools, and which rises to 23·8 per cent. if the Primary Departments of Secondary Schools be included. The corresponding percentages for 1889-90 are 14·5 and 25·8.

There is a decrease of Rs. 768 in fees realized in Primary Schools, which is accounted for by the falling off in the number of scholars.

In the Upper and Lower Primary Examinations both the number of candidates and passes had declined, but the percentage of passes is higher than in 1889-90, which is gratifying, considering that the tests applied this year, in accordance with the instructions issued by the Department, were more difficult and searching than formerly.

The number of Zamíndárí Schools is 7, or one more than in 1889-90, but the number of scholars has fallen by 46 per cent. Each Tahsíl has two Zamíndárí Schools, except Qasúr, which has one. Of the total number on the rolls more than three-fourths are agriculturists. Experience shows that these schools are not appreciated by the people for whose benefit they were opened, and that some of them have had to be removed from one place to another for want of local interest.

Gurmukhí Schools were organized some time after the year 1889-90, and there are only two such schools in this District, both doing well under efficient teachers.

FEMALE EDUCATION.

The statistics of Girls' Schools give 37 schools and 1,372 scholars, compared with 43 schools and 1,117 scholars at the end of the year 1889-90. There is also a considerable increase in the number of passes by the Examination Standards, and it may be said that the progress in this direction, though slow, is hopeful enough.

INDUSTRIAL SCHOOLS.

There is only one school of the kind in the District, against 2 in 1889-90, *viz.*, the Railway Technical School at Lahore. Originally it was a Primary School, but was subsequently raised to the status of a Middle School. It contained at the close of the year under report 24 scholars in the Middle, 47 in the Upper Primary, and 182 in the Lower Primary Department, or 253 in all, against 161 in 1889-90.

GENERAL QUESTIONS.

The fact that the number of Anglo-Vernacular Schools, as well as the number of scholars attending them, has been increasing year after year, and the constant desire of the people to have Vernacular Schools converted into Anglo-Vernacular Schools, sufficiently proves that there is a great demand for English education, notwithstanding the high rates of fees prevalent. The Vernacular Secondary Schools are resorted to, not because the education given in them is really appreciable, but only because the parents cannot afford to send their boys to Anglo-Vernacular Schools.

The scholarships are now awarded strictly in accordance with the rules.

The improvement made in Physical training is, on the whole, satisfactory. There is now one itinerant Gymnastic Instructor for each two Tahsíls instead of one for the whole District in 1889-90. Most of the Primary Schools have been provided with simple Gymnastic apparatus. Regular and systematic instruction in the prescribed courses is given, and quarterly competitions are held. An Athletic tournament is annually held after the completion of the annual inspection of the District.

The conduct of scholars at the time of inspection was good, and their appearance neat and clean.

Appendix A. Lahore Circle.

Lahore.

The work of the teachers is improving by degrees, as the number of certificated men is increasing in the District.

With a few exceptions all the schools in the District are provided with suitable buildings, which are generally in good repair. Furniture and appliances are also fairly supplied.

Since 1889-90 Hindús have increased by 53·3 per cent. in the Secondary stage of Anglo-Vernacular Schools, and the Sikhs by 41·8 per cent., and Muhammadans by 49·2 per cent. In the same stage of Vernacular Schools there is an increase of 3·8 per cent. in the Muhammadans, while the Hindús and Sikhs show a falling off of 48·2 per cent. and 40 per cent. In the Primary stage the Hindús and Muhammadans are nearly equal, and they have increased by 16·8 and 11·2 per cent., respectively, since 1889-90. The Sikhs have fallen by 6·9. In the Industrial Schools the Muhammadans have a majority. In Private Schools Hindús and Muhammadans have decreased, while the Sikhs have increased.

The net amount expended by the District Board on education is Rs. 19,989, while the amount expended in 1889-90 was Rs. 16,599.

All the Municipal Committees in the District have fairly fulfilled their educational obligations, except that of Lahore, which spent only 1·5 per cent. of its income proper.

The management of the District Board Schools is efficient and satisfactory, while that of Municipal Board Schools shows signs of improvement.

PRIVATE SCHOOLS.

The number of Private Schools at the close of the past year was 208—179 for boys and 29 for girls, with 3,240 scholars, instead of 313 schools, with 4,926 scholars, in 1889-90.

The decrease in the number of schools and scholars is accounted for by the fact that the Elementary Indigenous Schools examined for grants have this year been excluded from the number of Private Schools.

GURDASPUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Gurdáspur.

The number of Secondary Schools in the District is 12, against 11 in 1889-90, the increase of one being due to the elevation of the Primary School at Shakargarh to the status of a Vernacular Middle School.

The total number of scholars attending both the Anglo-Vernacular and Vernacular Schools is 2,037, against 1,954 in 1889-90, there being an increase of 83. In Anglo-Vernacular Schools the numbers fell by 175, which is more than counterbalanced by an increase of 258 in Vernacular Schools. The number of scholars in the Secondary and Primary stages has decreased by 32 and 143, respectively, in the Anglo-Vernacular Schools, and increased by 63 and 195 in the Vernacular Schools, since 1889-90.

Fees are levied according to the rates laid down in the Code. The amount collected was Rs. 16,330, against Rs. 4,986 in 1889-90. The increase is accounted for by the enhanced rates of fees.

The results of the Entrance and Middle School Examinations compare most favourably with 1889-90; the increase in the percentage of passes for both these examinations being 47 and 67·5, respectively.

All the Secondary Schools in the District have Boarding Houses attached to them, except the Municipal Board School at Batála, where the Boarding House has been closed for want of out-station boys. Some improvement has been made since 1889-90 both in accommodation and internal management. The Boarding House attached to the Baring High School at Batála is the best managed, and that attached to the Gurdáspur Municipal Board School the largest.

PRIMARY SCHOOLS FOR BOYS.

The total number of Primary Schools is 139, or 40 more than in 1889-90. The scholars attending these schools have increased by 1,259, or 29·5 per cent. The increase in the number of schools as well as scholars is attributable entirely to the fact that the Elementary Indigenous Schools examined for grants have been this year returned as Public Schools.

The number of scholars in the Upper Primary stage of Primary Schools is 18·6 per cent., and 23·9 per cent. if the Primary Departments of the Secondary Schools be included, against 13·5 and 18 per cent., respectively, in 1889-90.

The numbers in the Lower Primary stage have declined by 1,423, or 28·4 per cent., which is due to the opening of a number of Indigenous Schools, and also to the migration of the people to the newly acquired land in the Gujránwála and other Districts.

In Primary Schools the amount collected under fees was Rs. 2,453, the corresponding figure for 1889-90 being Rs. 3,095. The decrease is due to the falling off in numbers.

The results of the Primary Examinations are also good, the slight decrease in the percentage of passes being apparently due to a change in the mode of examination.

The number of Zamíndárí Schools has declined from 9 to 7, and the scholars by 34·3 per cent. The Batála Tahsíl has 3 such schools instead of 5 in 1889-90; the Shakargarh Tahsíl 2 instead of 3; and the Gurdáspur Tahsíl one instead of none. The single school in the Pathánkot Tahsíl has been converted into an ordinary Primary School.

FEMALE EDUCATION.

There is no Secondary School for girls in the District. The number of Primary Schools is 6, as in 1889-90, and the number of scholars is 206, or 4 more. Only 8 girls are in the Upper Primary stage, and the rest in the Lower Primary stage.

The only one girl who appeared for the Upper Primary Examination failed, and in the Lower Primary Examination 6 passed out of 16, against 5 out of 11 in 1889-90.

Needlework is taught in most of the schools, and knitting and embroidery in the two schools at Dínanagar and in the Hindú Girls' School at Gurdáspur.

INDUSTRIAL SCHOOLS.

The District is still without an Industrial School.

GENERAL QUESTIONS.

Of the 12 Secondary Schools in the District, 8 are Anglo-Vernacular and 4 Vernacular Schools. The total number of boys learning English is almost the same as in 1889-90, while the number in Vernacular Schools has risen by 65 per cent.

The rules relating to the award of scholarships are observed.

Physical training has received much attention. There are 2 Gymnastic Instructors for Vernacular Board Schools instead of 1 in 1889-90. Quarterly competitions and District tournaments have been organized and held.

The conduct of boys has been, on the whole, good, and more attention is paid to the discipline in class-room and to cleanliness of person and clothing of scholars than formerly.

The work of the teachers has been during the year fairly satisfactory, but not a few of the Primary Schools are in charge of the uncertificated teachers. In the Girls' Schools the teachers are generally not qualified for their work.

Little has been done during the past 5 years in the way of providing suitable buildings for schools. Some of the school buildings are badly in need of repairs. The house occupied by the Hindú Girls' School at Gurdáspur is much overcrowded. Furniture and apparatus have been fairly supplied.

The number of Hindús has fallen by 10 per cent. in the Secondary stage of all Secondary Schools, and by 22·4 in the Secondary stage of the Anglo-Vernacular Schools, while the Muhammadans and Sikhs show an increase in both. In the Primary stage of Public Schools and in Private Schools, all the three denominations show a decrease, which is the largest among the Muhammadans in Public Schools and among Hindús in Private Schools.

The net amount expended by the District Board on education during the past year was Rs. 32,706, or Rs. 5,938 more than was expended in 1889-90.

The provision made for education by all the Municipal Committees in this District is satisfactory compared with the minimum sum that might be required by Government, except that the Gurdáspur Municipal Committee *made a profit of Rs. 568* from its educational income.

The management of Board Schools has improved since 1889-90.

At the close of the past year there were 31 Private Schools—30 for boys and 1 for girls, with 642 scholars, against 216 schools with 3,697 scholars in 1889-90. Forty-one Elementary Indigenous Schools examined for grants have been returned as Public Schools this year.

Appendix A.

Lahore Circle.

Amritsar.

AMRITSAR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

The Secondary Schools in the District are 18, against 11 in 1889-90. The number of Anglo-Vernacular Government and Board as well as of Aided Schools remains the same, the increase being only in Unaided Schools. The High Schools are 5, against 3, the increase of 2 being due to the establishment of the Punjabí High School and the Hindú School, both Unaided, at Amritsar. The Anglo-Vernacular Middle Schools are 7 instead of 3, the 4 new schools being the Hindú Sabha School, the Lyall School, the Khálsa School, all at Amritsar, and the Anglo-Vernacular Middle School at Majítha. The increase of one in the Vernacular Middle Schools is accounted for by the elevation of the Rája Sánsí Primary School to the status of a Middle School. The number of scholars in the Secondary Schools has increased from 2,479 to 3,103, or by 624. There is an increase in the several stages of Anglo-Vernacular Schools, and in the Secondary stage of Vernacular Schools, but there is a slight decrease in the Primary stage of the latter.

The rules regarding the levy of fees have been strictly followed. The amount collected has risen from Rs. 15,664 to Rs. 22,522.

In the Entrance Examination the number of candidates has slightly fallen, but the percentage of passes has risen much. The Middle School Examination shows a very great increase both in the number of candidates and percentage of passes.

All the Secondary Schools are provided with Boarding Houses. In some of them the accommodation is unsuitable or inadequate, and the internal arrangements incomplete. The Boarding House attached to the Ajnála School has been enlarged.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 125, or 45 more than in 1889-90. This large increase is accounted for by the inclusion of the Elementary Indigenous Schools examined for grants in the statement of Public Schools.

Notwithstanding the inclusion of 44 Elementary Indigenous Schools among the Primary Schools, the number of boys attending them has fallen slightly, which is due to the migration of agricultural classes to the newly acquired lands in the Mooltan, Gujránwála, and Montgomery Districts. Of the total number of scholars in these schools, 15·8 per cent. are in the Upper Primary stage, against 12 per cent. in 1889-90. Including the Primary Departments of Secondary Schools, the percentage of boys in the Upper Primary stage rises to 21·6, against 19 in 1889-90.

In Primary Schools the income from fees has risen from Rs. 4,240 to Rs. 4,475.

In the Primary School Examinations the number of candidates has decreased, otherwise the results are satisfactory.

The number of Zamíndárí Schools is 3, or one less than in 1889-90. The number of boys has fallen by 52 per cent. The results of examinations for the past year are excellent. The people do not care much for these schools, and only patronize them when they cannot send their sons to ordinary Primary Schools.

Gurmukhí classes have been opened in connection with the Ahlúwáliya Branch School at Amritsar. The number of boys is 29.

FEMALE EDUCATION.

The number of Female Secondary Schools is the same as in 1889-90, but that of Primary Schools has fallen from 46 to 42. The number of scholars has increased by 24·6 per cent. in the Secondary and by 36·3 per cent. in the Primary Schools. Two out of 5 girls passed the Entrance Examination and 15 out of 18 the Middle Standard Examination, which is very satisfactory. The percentage of passes has increased by 14·1 in the Upper Primary and 22·7 in the Lower Primary Examinations.

Needlework is well taught, I believe, in the Alexandra School and Christian Girls' School at Amritsar. Out of 4 girls who went up for the Teachers' Certificate Examination, 3 were successful.

INDUSTRIAL SCHOOLS.

There is only one such school at Amritsar. The roll has fallen from 105 to 95. The management and discipline of the school have much improved by placing it in charge of Munshí Amír Bakhsh, Drawing Master.

GENERAL QUESTIONS.

A comparison of the statistics and of the results of the examinations of the Anglo-Vernacular Schools with those of the Vernacular Schools, and of the increases that have taken place in the two kinds of schools, show that English education has made more progress than Vernacular.

The rules for the award of scholarships are strictly observed. The number of Close Scholarships current in the District at the close of the year was 17, against 76 in 1889-90.

Considerable progress has been made in Physical training during the past five years, especially in the Secondary Schools. Quarterly competitions and cricket and athletic tournaments are held. There are now 2 Gymnastic Instructors in the District, against one in 1889-90.

School discipline is satisfactory.

The number of certificated teachers has largely increased, and improvement is noticeable in the quality of instruction in all subjects.

The Local Bodies have paid but little attention to the provision and improvement of school buildings. Two of the great Branch Schools at Amritsar are without houses of their own, and additional accommodation is required for two others, but some of these matters are now receiving attention.

In the Secondary stage of the Public Schools, the Hindús have increased by 32·5 per cent., Muhammadans by 45·3, and Sikhs by 98 per cent.; while in the Primary stage the number of each of three classes show a decline. In the Private Schools Hindús have increased, but Muhammadans and Sikhs have decreased.

The net amount expended on education from the District Funds amounted to Rs. 24,701, against Rs. 23,656 in 1889-90.

The Municipal Committee of Tarn Táran has well fulfilled its educational obligations; but the Municipal Committees of Amritsar, Jandiála, and Majitha spent 4·9 per cent., 6·5 per cent., and 3·4 per cent., respectively, of their income proper.

The management of District Board Schools has been satisfactory, except in connexion with the provision and improvement of school buildings.

PRIVATE SCHOOLS.

The number of Private Schools at the close of the past year was 146—140 for boys and 6 for girls, with 3,640 scholars. The number of these institutions in 1889-90 was 278, with 5,837 scholars attending them.

Forty-four Elementary Indigenous Schools, with 1,796 scholars, have been this year excluded from the number of Private Schools and returned as Public Schools.

Appendix A.

Rawalpindi Circle.

RAWALPINDI CIRCLE.

SIALKOT DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Siálkot.

The number of Secondary Schools is 13, the same as in 1889-90. Of these, 4 are Anglo-Vernacular High, 5 Anglo-Vernacular Middle, and 4 Vernacular Middle.

The number of scholars in the Secondary stage of Anglo-Vernacular Schools has risen from 402 to 569, and that of Vernacular from 120 to 150. In the Primary stage, Anglo-Vernacular Schools show only a slight rise, while Vernacular Schools have declined. In the grand total for all kinds of schools, the numbers have risen from 2,523 to 2,638, or a little over 4 per cent.

The income from fees has doubled itself since 1889-90. The realizations in Board Schools during the year amounted to Rs. 14,246, against Rs. 6,733 five years ago, and in Aided Schools to Rs. 6,733, against Rs. 2,933.

The results of the Entrance Examination compare very favourably with those of 1889-90; but in the last Middle School Examination the District did not make a good appearance.

Good Boarding Houses have been provided in connection with every Secondary School during the quinquennium. The Pasrúr Boarding House is the largest in the District, capable of accommodating 100 students.

PRIMARY SCHOOLS FOR BOYS.

Since 1889-90 the number of Primary Schools for boys has risen from 77 to 188. This extraordinary increase in institutions is due, almost entirely, to the return this year of the Indigenous and Elementary Schools examined for grants as Public Schools. Of the 188 Primary Schools now recognized in this District, 80 prepare boys for the Upper and Lower Primary standards, and the rest for the Indigenous standards laid down in Chapter III of the Punjab Education Code. Of the former, 75 belong to District and Municipal Boards, and 5 to Missionary Bodies.

With such a large increase in the schools the scholars were bound to show an advance; but the rise in their number has not been in proportion to the rise in the schools, having been only 62·5 per cent. (from 5,276 to 8,575). Including the Primary Departments of Secondary Schools, the scholars in the Primary stage have risen from 7,277 to 10,494.

The income from fees during the past year was Rs. 3,666, against Rs. 2,241 in 1889-90.

The results of the Upper and Lower Primary Examinations were very fair on the whole, though less satisfactory than 5 years ago.

The number of Zamíndárí Schools continues 10, as previously, there being two in each Tahsíl. The special Scheme of Studies framed for these schools had only been recently introduced at the inspection of 1889-90, and the scholars were accordingly examined in that year by the Primary standards. The scheme is now in full force everywhere, except in one respect, *viz.*, that Arithmetic is still not taught on the native method in several schools.

The number of Indigenous and Elementary Schools examined for grants has risen from 45 to 111, and the scholars examined from 1,508 to 3,753. The passes by all the standards at the last inspection were 1,137, against 484 five years ago. The grants earned have risen from Rs. 1,928 to Rs. 5,777.

FEMALE EDUCATION.

Female education made a distinct advance during the quinquennium. In 1889-90 there were no Female Middle Schools in this District. There are two now, and the number of Primary Schools has risen from 32 to 34. The scholars have risen from 1,021 to 1,117 in the total for both Middle and Primary Schools. Of the 34 schools of the latter class, 2 are Unaided Indigenous, which offered themselves for examination for the first time this year; 3 are Aided, belonging to the Scotch Mission; in Siálkot City and 29 are Board.

The District sent up 5 candidates to the Middle Standard Examination for the first time in its history this year. Of these, 2 passed—a fair result. The showing was also satisfactory in the Upper and Lower Primary Examinations.

A good deal has been done in the quinquennium to improve Needlework in Female Schools by the appointment of additional needle women, and improvement has been reported both in the schools in the interior of the District and in those at the head-quarters.

GENERAL QUESTIONS.

The desire for English education has been steadily gaining ground during the quinquennium.

The number of scholarships current at the close of the past school year was in Boys' Schools 92 and in Girls' Schools 82, against 55 in Boys' and the same number in Girls' Schools in 1889-90. The rules regarding scholarships, laid down in Article 272 of the Punjab Education Code, are not strictly observed, especially in Girls' Schools.

A great deal has been done for the improvement of Physical training since 1889-90. Full gymnasia have been provided in all the Secondary Schools, and simple apparatus, consisting of parallel bars and horizontal bars in every Primary School. The number of itinerant Gymnastic Instructors for the Primary Schools has been raised from one for the whole District in 1889-90 to five, giving one Instructor to each Tahsíl; moreover, 3 soldiers for the Secondary Schools in the interior of the District have been appointed, and the High Schools and the Christian Training Institute at the head-quarters have each its own Instructor. Lastly, an Athletic tournament is held annually, at which two prize belts are competed for. Altogether more has been done for Physical training in this District than in any other in the Circle.

The conduct of boys and the discipline were generally satisfactory.

The work of teachers has been favourably reported on, though there are many superannuated men in the District. The number of trained teachers has largely increased since 1889-90.

A number of schools are reported to be without buildings of their own. But the District Board has now decided to make an annual provision for the repair and extension of old and the erection of new buildings, and it is hoped that in a few years all the District Board Schools will be properly housed. The Municipal Schools are all inadequately housed, except the Municipal Board School at Siálkot, the building accommodation for which has been enlarged. The schools are generally well supplied with furniture, the chief want now being Mensuration apparatus, which has not been given to any school.

The numbers of the three principal creeds professed in the country have increased largely in Public, but declined in Private, Schools.

The expenditure on education from the District Fund has, in the space of 5 years, risen from Rs. 29,784 to Rs. 38,865, an increase of more than 30 per cent., and that from Municipal Funds from Rs. 22,799 to Rs. 31,381, or 37·6 per cent. The expenditure of the District Board now amounts to 95·5 per cent. of its liability, and that from Municipal Funds to 98·6 per cent.

The management of both District Board and Municipal Board Schools during the past year was satisfactory.

PRIVATE SCHOOLS.

The total number of Private Schools in the District, including Female Schools, was at the close of last year 173, with 2,623 scholars, against 472 schools, with 7,932 scholars, five years ago.

GUJRAT DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Gujrát.

The number of Secondary Schools has since 1889-90 risen from 6 to 9. Of these, 2 are Anglo-Vernacular High, 4 Anglo-Vernacular Middle, and 3 Vernacular Middle.

The numbers in the Secondary stage of Anglo-Vernacular Schools have risen from 245 to 368. In Vernacular Schools they have declined from 182 to 122. The same is the case in the Primary stage, Anglo-Vernacular Schools showing a large increase (from 475 to 826), and Vernacular Schools a decrease (from 531 to 398).

The income from fees has risen from Rs. 7,688 to Rs. 13,285. Of the latter sum, the Gujrát Municipal Board School accounts for Rs. 4,803, the Aided Schools for Rs. 6,025, the Unaided Schools for Rs. 1,229, and the Vernacular Board Schools for Rs. 1,228.

Appendix A.
Rawalpindi Circle.
Gujrát.

The results of the Entrance and Middle School Examinations have been fair on the whole, and show no deterioration in the character of the teaching.

Six of the nine Secondary Schools are provided with Boarding Houses. The three schools which are without them are the two schools at Dinga and the Gujrát Islámia.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools has risen from 46 to 95. Of these, 45 are Board, against 44 in 1889-90; 36 Aided, against 1; and 14 Unaided, also against 1.

The extraordinary increase in the number of Aided and Unaided Schools is, as in several other Districts, due to the inclusion of the Indigenous and Elementary Schools examined for grants in the return of Public Schools.

The numbers in the Independent Primary Schools have risen from 3,905 to 6,397. Including the Primary Departments of Secondary Schools, the increase in Primary scholars has been from 4,911 to 7,621.

The fee collections for the past year amount to Rs. 3,161, against Rs. 1,646 five years ago. Of the former total, Board Schools account for Rs. 2,529, Aided Schools for Rs. 437, and Unaided Schools for Rs. 195.

The results of the Upper and Lower Primary Examinations were very satisfactory on the whole, and show an increase in the pass percentages over 1889-90.

Considerable progress has been made during the quinquennium in popularizing the Zamíndárí School course in the District. The number of Board Zamíndárí Schools remains 3, as before; but two schools under private management have been established, one of which is Aided and one Unaided. For this credit is due to the District Inspector. The examination results also show great improvement since 1889-90.

The number of Indigenous and Elementary Schools examined for grants has risen from 5 to 40, or 8 times, and the scholars examined from 342 to 2,349, or very nearly 7 times. The number of total passes at the last inspection was 1,115, against 114 previously. The grants earned have risen from Rs. 296 to Rs. 3,836.

FEMALE EDUCATION.

The number of Board Female Schools remains 2, as 5 years ago; but 4 schools under private management have come into existence, 3 of which are at Gujrát and 1 at Jalálpur Jattán. Of these four schools, the one at Jalálpur Jattán and two of those at Gujrát are Mission Schools, one being Aided. The fourth school has been started as a Venture School by a Muhammadan lady for a livelihood.

With the number of schools trebled, the scholars have risen from 49 to 218, or nearly five and a half times.

The results of the Upper and Lower Primary Examinations show that the instructional condition of the Board Schools has been improving since 1889-90. As for Aided and Unaided Schools they did not exist 5 years ago. But they did extremely well in both the tests at the recent inspection, beating the Board Schools.

A needle woman was appointed towards the close of the past year at Kunjah, and the appointment of one at Phália was under consideration.

GENERAL QUESTIONS.

As in other Districts, the desire for the study of English has developed considerably during the quinquennium.

The number of scholarships current at the close of the past school year was in Boys' Schools 63 and in Girls' Schools 14, against 53 in Boys' and none in Girls' Schools in 1889-90.

A good deal has been done for Physical training during the past 5 years. The number of itinerant Instructors for the District Board Schools has been increased from 1 to 3, *i. e.*, 1 to each Tahsíl, and the Municipal Board School at head-quarters has its own separate Instructor. Gymnastic apparatus has also been supplied to all schools, and the registers required by Articles 708 and 712 of the Code are kept up. But the Aided Schools have no provision for Physical instruction.

The conduct of students at inspection was generally satisfactory; but the discipline in one or two schools during a part of the year under report was not what it should have been.

The work of teachers generally received the approval of the Inspecting Officers, and the influx of trained men from the Normal School and the Central Training College has much increased the supply of trained teachers in the District. One teacher had to be punished for instigating his pupils to deceive the Inspecting Officer by a gross lie.

The buildings are in fair order, but the want of increased class accommodation is much felt, and the District Board now thinks of enlarging or building five school-houses every year to remove this defect. If this plan is carried out, great improvement may be looked for in the building accommodation for schools in the next five years.

As regards furniture, the chief wants are Mensuration apparatus in Vernacular Schools having an Upper Primary Department, Alphabetical Sheets, and a scale and a thermometer, the last two for Object Lessons.

The number of males in Public Schools shows an increase in every creed; but in Private Schools the Hindús and Muhammadans show a decrease, notably the latter.

Female attendance in Public Schools has increased from zero to 46 in the case of Hindús, and from 49 to 171 in that of Muhammadans. The Sikhs had no representatives in Public Schools either in 1889-90 or last year. In Private Schools the Hindús have fallen from 16 to 4, and the Sikhs and Muhammadans risen, the former from 0 to 6, and the latter from 85 to 487.

The expenditure on education from the District Fund has risen from Rs. 17,554 to Rs. 21,944, and that from the Municipal Funds, including a Government grant of Rs. 4,224, from Rs. 11,585 to Rs. 13,155.

The management of both District Board and Municipal Board Schools has been satisfactory on the whole.

PRIVATE SCHOOLS.

The total number of Private Schools in the District, including those for girls, was 359, with 4,321 scholars, against 521 schools and 7,378 scholars in 1889-90.

SHAHPUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Sháhpur.

There are 7 Secondary Schools in the District, against 6 in 1889-90, and all but one are Anglo-Vernacular. The one exception is the Naushera District Board School in the Khushláb Tahsíl. The Anglo-Vernacular Schools are two High and four Middle Schools.

The number of Anglo-Vernacular Schools has risen by 3 since 1889-90.

The scholars in the Secondary stage have risen from 157 to 460 on the English, and declined from 87 to 16 on the Vernacular, side. In the Primary stage Anglo-Vernacular scholars have risen from 416 to 718, and Vernacular scholars declined from 409 to 74.

The fee collections during the past year amounted to Rs. 12,223. Of this sum, the Bhera Anglo-Sanskrit School accounts for Rs. 3,484. In 1889-90 the income from fees was only Rs. 5,725.

The result of the Entrance Examination for the Bhera Municipal Board School compares unfavourably with that of 1889-90; but the Anglo-Sanskrit School of Bherá did very well in this test. The result of the recent Middle School Examination was unfavourable for all classes of schools, Anglo-Vernacular as well as Vernacular.

The Boarding House attached to the Davies School at Sháhpur is a very good one. Other schools provided with this convenience are the Bhera Anglo-Sanskrit School, and the Board Schools at Sáhíwál, Khusháb, Naushera, and Lún Miání. The Boarding House at the last named place was, however, empty at the time of the annual inspection.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools has risen from 42 to 67. Of this number, 18 are Aided and 6 Unaided. In 1889-90 there were no Aided Primary Schools in the District, and the Unaided Schools were represented by 1. The explanation of the great increase in the number of Aided and Unaided Schools lies in the fact, already noticed in the case of other Districts, that Indigenous and Elementary Schools examined for grants have this year been returned as Public Schools.

Appendix A, Rawalpindi Circle.

Shâhpur.

The numbers in the Independent Schools have risen from 2,434 to 2,855, or, including the Primary Departments of Secondary Schools, from 3,259 to 3,647.

The income from fees in the past year was Rs. 1,318, against Rs. 868 five years ago.

The results of the Upper and Lower Primary Examinations do not, on the whole, compare favourably with those of 1889-90.

The number of Zamíndárí Schools is 6, against 3, but the attendance shows an increase of only 32. The result is that the cost per head of education in these schools has increased. The examination results show instructional improvement. Two schools are in charge of men who do not hold Zamíndárí Certificates.

The number of Indigenous and Elementary Schools examined for grants has, as in the Siálkot and Gujrát Districts, largely risen. The passes have risen from 88 to 320, and the grants earned from Rs. 313 to Rs. 1,217.

FEMALE EDUCATION.

The number of Female Schools has risen from 6 to 10, which are all Board Primary. The two Unaided Schools of 1889-90 have disappeared. The scholars have risen from 283 to 439.

The examination results do not compare favourably with those of five years ago by either the Upper or the Lower Primary Standard. The best Female School in the District appears to be that at Shâhpur City.

Provision for teaching Needlework has been made in only four of the ten schools, and some progress is reported in the subject. The Needlework shown to the Inspectress in the Shâhpur City School was poor.

GENERAL QUESTIONS.

As elsewhere, English education has made much greater progress during the quinquennium than Vernacular education. The latter has, in fact, receded.

The number of scholarships current last year in Boys' Schools was 31, against 28 in 1889-90, and in Girls, 29 against 6. The great increase of scholarships in Girls' Schools is remarkable.

The provision for Physical training is much more complete now than formerly, every Tahsíl having a separate itinerant Gymnastic Instructor. In 1889-90 there was only one Instructor for the whole District. Drill is now taught in almost every school, and native games have also been introduced.

The Secondary Schools have begun to hold Athletic competitions quarterly, as required by Article 710, Punjab Education Code, and an Athletic tournament for the District has been instituted. But the provision for Physical training in Secondary Schools is inadequate.

The conduct of students and the discipline were generally satisfactory.

No serious fault was found with the work of the teachers as a whole, though here and there shortcoming was apparent.

The calibre of the teachers has been improving, and the number of certificated teachers in the District is now much larger than five years ago.

Though some progress has been made since 1889-90 in improving the building accommodation for schools, a great deal still remains to be done. Three of the Secondary Schools are inadequately housed, and a number of Primary Schools are without buildings of their own. Some school-houses need extensions or repairs. As regards furniture, the chief wants are Alphabetical Sheets, Mensuration Apparatus, and the Ghiás-ul-Lughát in Primary Schools, and Science apparatus and Object collections in Secondary Schools.

On the side of males all the three creeds principally professed in the country show an increase in the Secondary stage in Anglo-Vernacular Schools, but a decrease in Vernacular. In the Primary stage the Hindús and Sikhs show slight decreases, while the Muhammadans have largely risen.

In Private Schools the Hindús have fallen from 1,086 to 707, the Sikhs from 416 to 303, and the Muhammadans from 3,375 to 1,836.

On the side of females all the three creeds have risen in Public, but the Hindús and Muhammadans have fallen in Private Schools.

The expenditure on education from the District Fund, including a Government grant of Rs. 400 in aid of Primary education, has risen from Rs. 12,206 to Rs. 18,469, or more than 50 per cent. The expenditure from Municipal Funds amounted to Rs. 14,664 in the past year, against Rs. 13,115 in 1889-90. The amounts for both years of course include the Government grant of Rs. 3,578 in aid of the Bhera Municipal Board School.

The management of District Board Schools has been satisfactory, and that of Municipal Board Schools fairly so.

PRIVATE SCHOOLS.

Shâhpur.

The number of Private Schools for boys at the close of last year was 179, and they were attended by 2,851 scholars, against 363 schools, with 4,877 boys, in 1889-90.

The number of Private Girls' Schools has declined from 54, attended by 771 pupils, to 40, with an attendance of 573.

JHELUM DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Jhelum.

The number of Secondary Schools is 7, against 6 in 1889-90. Of the total, 1 is a High School, 4 Anglo-Vernacular Middle Schools, and 2 Vernacular Middle.

The scholars in the Secondary stage of Anglo-Vernacular Schools have risen from 208 to 274, or over 33 per cent. The Secondary stage of Vernacular Schools show a decrease. The same is the case in the Primary stage, where Anglo-Vernacular scholars have risen from 717 to 1,045, and Vernacular scholars declined from 414 to 268. The decrease in the numbers in Vernacular Schools in both the Secondary and Primary stages is due to the conversion in the past year of the Talagang School into an Anglo-Vernacular institution.

The fee collections last year amounted to Rs. 10,937, of which Rs. 10,273 were due to Board and Rs. 664 to Aided Schools, against Rs. 6,376 in the former in 1889-90. There were no Aided Secondary Schools in the District 5 years ago.

The results of both the Entrance and Middle School Examinations compare favourably with those of 1889-90.

Only 4 of the 7 Secondary Schools are provided with Boarding Houses. They are the Jhelum Municipal Board School, the Chakwál and Talagang District Board Schools, and the Sanghoí Aided School. The Talagang Boarding House has, however, no cook.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools for boys has risen from 37 to 52, made up of 40 Board Schools, against 36 in 1889-90, and 12 Aided and Unaided Schools, against only 2 such at the earlier period. The increase in the number of Aided and Unaided Schools is due, as in other Districts, to the inclusion of the Indigenous and Elementary Schools examined for grants in the return of Public Schools.

The scholars have risen from 2,957 to 3,496 in the Independent Schools and from 4,088 to 4,809 if the Primary Departments of Secondary Schools be included.

The fees for the past year amounted to Rs. 1,870, against Rs. 1,397 in 1889-90.

The examination results of the Upper and Lower Primary Examinations do not compare favourably with those of 1889-90, so far as the Board Schools are concerned. Unaided Schools did better in both tests, and Aided Schools in the Upper Primary.

The number of Zamíndárí Schools is 4, against 2, and the examination results for the past year were satisfactory. In 1889-90 the present Scheme of Studies had not been introduced, and the boys were tried by the ordinary Primary standards.

The number of Indigenous and Elementary Schools admitted to grants has risen from 7 to 10, and the scholars attending them from 302 to 428. The examination results also show an improvement. The grants earned have risen from Rs. 495 to Rs. 739.

FEMALE EDUCATION.

The number of Board Female Schools remains two, as before; but that of Aided Schools has been reduced from 14 to 13. The Board Schools are situated, one at the District head-quarters, and one at the village of Rohtás. The Aided Schools consist of one Mission School at Jhelum and 11 Bedi's Schools, which, beginning with one at the head-quarters, are dotted over different parts of the District. The scholars in the Upper Primary stage have been nearly doubled, (being 19 against 10); but in the Lower Primary stage they have fallen off from 524 to 488.

Appendix A.

Rawalpindi Circle.

Jhelum.

As in the case of Boys' Board Schools, the results of the Upper and Lower Primary Examinations are not satisfactory, compared with those of 1889-90.

In the Bedi's Schools in the interior of the District the girls continue to work *Kashída* as before. In the Rothás District Board School a man has been appointed lately to teach Sewing and Knitting.

GENERAL QUESTIONS.

English education has made much greater progress during the quinquennium than Vernacular education.

The number of scholarships current at the close of last year in Boys' Schools was 33, or only one more than 5 years ago. The number held in Girls' Schools was 16, against 10 five years ago.

A distinct advance has been made since 1889-90 in Physical training. Not only is the instructional provision better than in 1889-90, but the schools are better supplied with apparatus, and both teachers and taught are losing their prejudice against Physical training as a waste of time, and learning to regard it as an important part of the school course. Quarterly competitions have also begun to be held in Secondary Schools, and an Athletic tournament is held every year. But it is unsatisfactory that two Tahsíls are without a Gymnastic Instructor.

The conduct of boys at inspection was generally satisfactory, though a few boys had to be turned out of the examinations for using unfair means. In some schools slovenliness in matters of dress was also observed, the boys being allowed to come to school without a head covering against native custom.

The work of teachers generally gave satisfaction, though a few instances of negligence came under the notice of the Inspector. In the qualifications of teachers there has been considerable improvement since 1889-90. But there is still a large number of low paid teachers employed under the name of Monitors, who require weeding out.

The buildings are generally in fair order. As regards furniture and appliances, the principal wants are Mensuration apparatus and collections of Objects for Object Lessons.

In the Secondary stage of Public Schools for boys, the Hindús and Sikhs show an increase. The Muhammadans are practically stationary, being 96 against 98. In Private Schools all the three creeds show a decrease, the decline among the Muhammadans being from 6,428 to 3,792.

In Female Public Schools the Hindús have declined from 252 to 215, and the Muhammadans from 121 to 108. The Sikhs show a rise of 21 (from 159 to 180). In Private Schools the Hindús have receded from 72 to 12, the Sikhs have disappeared, and the Muhammadans have risen from 783 to 1,955.

The gross expenditure on education from the Public Funds during the past year was Rs. 31,799, of which the District Fund provided Rs. 20,796 and Municipal Funds Rs. 11,003. These sums include the Government grants of Rs. 180 and Rs. 660 made to the District and the Municipal Funds of Jhelum, respectively, the former in aid of Primary education, and the latter in aid of the Jhelum Municipal Board School.

The management of both District Board and Municipal Board Schools has, on the whole, been satisfactory.

PRIVATE SCHOOLS.

The total number of Boys' Private Schools in the District is 350, with 4,945 scholars. Girls' Schools number 155, and contain 1,744 pupils. Compared with 1889-90, there has been a great decline in the number of Boys' Schools, especially in those that teach the Qurán by rote.

RAWALPINDI DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Ráwalpindi.

This District contains 11 Secondary Schools for boys, against 9 five years ago. The former number is made up of 6 Anglo-Vernacular and 5 Vernacular Schools. The Anglo-Vernacular Schools are two of them High and 4 Middle.

The number of scholars in the Secondary stage has risen from 377 to 471 on the English, and slightly declined from 243 to 241 on the Vernacular side. The numbers in the Primary stage show an increase in both Anglo-Vernacular and Vernacular Schools,—in the former from 759 to 1,096, and in the latter from 635 to 696.

The fee collections rose during the 5 years from Rs. 8,124 to Rs. 25,926, including Rs. 13,697 realized in Unaided Schools. The fee rules are generally observed.

The results of the Entrance and Middle School Examinations, on the whole, compare favourably with those of five years ago.

Fairly satisfactory Boarding Houses are now provided in connection with all the Secondary Schools in the District, except the Unaided ones—the Municipal Board School at Pindigheb, and the Municipal Board School at the head-quarters.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools has risen from 68 to 94, due mainly to the return of 19 Indigenous and Elementary Schools examined for grants as Public Schools. The increase in the schools preparing for the Primary and Zamíndárí standards has been from 68 to 76. The number of Board Schools is 68, against 62.

The scholars in the independent Primary Schools have risen from 4,582 to 6,199. If the Primary Departments of Secondary Schools be included, the rise in the Primary stage is from 5,976 to 7,791.

The income from fees in Primary Schools has risen from Rs. 915 to Rs. 3,952, of which Rs. 1,476 are due to Government and Board, Rs. 1,166 to Aided, and Rs. 1,310 to Unaided Schools.

The results of the Upper and Lower Primary Examinations for all classes of schools taken together are much better than those attained in 1889-90.

The number of Zamíndárí Schools is 7, against 3, and the attendance and examination results have also greatly improved; but four of the seven schools are in charge of teachers not especially qualified for such institutions.

The number of Indigenous and Elementary Schools examined for grants has risen from 12 to 19, and the scholars attending them from 546 to 1,040. The examination results also show great improvement. The grants earned have risen from Rs. 474 to Rs. 1,797.

FEMALE EDUCATION.

One Female School was by mistake shown as a Secondary School in 1889-90, and it has naturally disappeared from the returns. The Primary Schools have increased from 22 to 27. Of these, 1 is a Board School, 22 are Aided (called the Bedi's Schools), and 4 (opened by the American Mission) Unaided. The scholars have risen from 679 to 966.

There were no candidates for the Upper Primary test in 1889-90; but the result of this examination at the last inspection was fair. In the Lower Primary test the District this time did not make as good an appearance as at the earlier period.

No proper provision has been made for teaching Needlework in any of the schools in this District, and *Kashida* is all that the girls learn, generally from their female relations at home.

NORMAL SCHOOLS.

There is a Normal School, with a Model School attached, for the training of Vernacular Teachers, at Ráwalpindi. It had at the close of the year 49 stipendiary students, of whom 11 belonged to the Zamíndárí class and 38 to the class preparing for junior certificates. The results of the examination held in 1894 were very satisfactory; but those of the examination held this year have not been equally good.

INDUSTRIAL SCHOOLS.

An Industrial School was opened last year at the head-quarters of the District under the auspices of the Honourable Bedí Khem Singh, which had at the close of the year classes for Photography, Drawing, Tailoring, and Carpentry. The Photography class has now been closed. There was also a department for general instruction, the boys of which had all to attend on the Technical side for an hour daily. This department still exists. The Vice-Principal of the Mayo School of Art visited the institution in February last, and was of opinion that it was not being conducted along the right lines.

GENERAL QUESTIONS.

On this point I can only repeat the remark I have already made in the case of other Districts, *viz.*, that English education has made greater progress than Vernacular education.

The number of scholarships current in Boys' Schools at the close of last year was 5 less than in 1889-90. No Close Scholarship has been founded by any Local Body; but one Jubilee Scholarship of Rs. 2 per mensem was founded in 1892-93 by the inhabitants of the Gujar Khán Tahsíl.

Appendix A.

Rawalpindi Circle.

Ráwalpindi.

The number of scholarships current in Girls' Schools was 39, against 9.

In respect of Physical training a step in advance has been taken since 1889-90 in the appointment of an itinerant Gymnastic Instructor for Board Schools. But the provision is totally inadequate. In the Aided High School and Unaided Middle School of Bhái Búta Singh, called the Sresht Nití Shála, the provision is adequate.

The conduct of boys and the discipline were generally satisfactory, with a few instances here and there of boys trying to cheat in the examinations.

The work of teachers generally received the approval of the Inspecting Officers, though the conduct of one or two was deserving of condemnation. The number of certificated teachers has largely increased since 1889-90.

Nothing of any importance has been done during the quinquennium to improve the building accommodation for schools. The wants of the schools as regards furniture are also insufficiently supplied.

In Public Schools for boys, the Hindús have risen from 2,003 to 2,747, the Sikhs from 1,197 to 1,452, and the Muhammadans from 3,377 to 4,475. In Private Boys' Schools all the creeds show a decrease. On the side of females, Muhammadans are practically stationary in Public Schools, being 107 against 105; the Hindús have risen from 278 to 421; and the Sikhs from 296 to 438. In Private Schools the Hindús show an increase, but the other two creeds are stationary.

The expenditure on education from the District Fund rose during the quinquennium from Rs. 21,163 to Rs. 24,972, including a Government grant of Rs. 400 for Primary education. Municipal expenditure rose from Rs. 9,579 to Rs. 10,988.

The management of District and Municipal Board Schools can only be said to have been fair.

PRIVATE SCHOOLS.

The total number of Private Schools for boys at the close of last year was 428, which were attended by 5,761 scholars, against 608 schools, with 8,471 students, five years ago. Girls' Schools are practically stationary, both in institutions and scholars.

HAZARA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Hazára.

There are no High Schools in this District. The Middle Schools have risen from 3 to 5. Of these, two are Anglo-Vernacular Board and two Vernacular Board. The fifth school is the Albert Victor Anglo-Sanskrit School of Abbottabad, an Unaided School started by the Aryas.

With one more Anglo-Vernacular School in existence, the scholars in the Secondary stage on the English side have risen from 58 to only 63. Those on the Vernacular side have more than doubled themselves.

The fee collections during the past year amounted to Rs. 2,468, against Rs. 1,555 in 1889-90. In the Albert Victor Unaided School, fees are levied at half the rates for Board Schools.

The results of the Middle School Examination compare favourably with those of 1889-90, both on the Anglo-Vernacular and the Vernacular side.

All the Board Secondary Schools have Boarding Houses attached to them. The best is that in connection with the Abbottabad School.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools for boys has increased from 23 to 31, of which 28 are Board Schools, against 23 in 1889-90, and 3 Indigenous and Elementary, which have been examined for grants.

The scholars have risen from 1,131 to 1,744 in the independent Primary Schools, or from 1,459 to 2,261 if the Primary Departments of Secondary Schools be included.

The income from fees in Primary Schools has risen from Rs. 98 to Rs. 223.

The results of the Upper and Lower Primary Examinations for the past year compare very favourably with those for 1889-90, especially those of the latter test.

The number of the Zamíndárí Schools, though less by one than in 1893-94, has risen since 1889-90 from 3 to 5. The attendance has improved from 78 to 21¾. The examination results are also very satisfactory; but Arithmetic is not taught on the native method in the majority of the schools. Only two schools are in charge of duly qualified teachers.

The number of Indigenous and Elementary Schools examined for grants has risen from two to three, and the scholars attending them from 74 to 116. The number of passes at the last inspection was 45, against 13 five years ago. The grants have increased from Rs. 69 to 170.

FEMALE EDUCATION.

There are no Female Public Schools in the District, nor were there any in 1889-90.

GENERAL QUESTIONS.

Unlike other Districts, English education has remained stationary in Hazára during the past quinquennium.

The number of scholarships current at the close of the year was 7, against 8, all Open. No Close Scholarships have been founded by any Local Body.

Some steps have been taken to improve the Physical training of boys since 1889-90. A Gymnastic Instructor for the District has been appointed, and Physical apparatus supplied to almost all the schools. Accordingly, drill was found at the last inspection to have been fairly well taught throughout the District, though gymnastics had received less attention. But one teacher for the whole District is insufficient.

The conduct of students at the annual inspection was, on the whole, satisfactory. The same remark applies to the discipline.

The work of most of the teachers earned the approval of the Inspecting Officers; but the number of Monitors employed, on salaries ranging from Rs. 5 to Rs. 2, is considerable. Compared with 1889-90, however, the calibre of the teaching staff has improved.

The school buildings are, on the whole, fairly satisfactory; but the want of a new school-house at Baffa is much felt.

As regards furniture, the chief wants are Mensuration apparatus in all the Primary, save Zamíndárí, Schools, and 'tát' pieces and maps here and there with Science apparatus in the Vernacular Middle Schools.

In Public Schools for máles, the Hindús have risen from 318 to 534, the Sikhs from 36 to 63, and the Muhammadans from 1,174 to 1,760. In Private Schools all the creeds have fallen off. For females this District has no Public Schools; but in Private Schools the Hindús have risen from 27 to 146. The Sikhs, who had only 4 representatives in 1889-90, have disappeared, and the Muhammadans have fallen from 1,791 to 750.

The expenditure on education from the District Fund has risen from Rs. 6,165 in 1889-90 to Rs. 7,433, the fees contributing Rs. 254 to the total. The expenditure from Municipal Funds, including a Government grant of Rs. 1,506 for the Abbottabad School, was Rs. 7,454, against Rs. 5,531 at the earlier period compared. Of the total Municipal expenditure Rs. 2,172 were met from the fees.

The management of both District and Municipal Board Schools was satisfactory, on the whole.

PRIVATE SCHOOLS.

The total number of Boys' Schools has fallen from 507 to 353, and their scholars from 8,069 to 5,444. As regards Girls' Schools, the institutions have declined from 114 to 105; but the scholars have risen from 805 to 896.

PESHAWAR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

The District has 11 Secondary Schools for boys, or 4 more than five years ago. Of the total, 4 are Anglo-Vernacular, and the rest Vernacular.

The numbers in the Secondary stage have risen from 175 to 280 on the English side, and (including Lála Rádha Kishán's Pátshála) from 81 to 104 on the Vernacular. If the Pátshála be excluded, the increase of scholars in the Persian-Urdú Schools is from 81 to 91. In the Primary stage Anglo-Vernacular scholars show a rise of 107, and Vernacular scholars of 84, or, omitting Lála Rádha Kishán's Pátshála, of 8.

The income from fees has risen from Rs. 3,475 to Rs. 6,357. Of the total, Rs. 113 are due to Vernacular and Rs. 658 to Unaided Anglo-Vernacular Schools. The income in Vernacular Schools has declined since 1889-90. The rates in Anglo-Vernacular Schools are in accordance with the Code. In Vernacular

Appendix A. Rawalpindi Circle.

Pesháwar.

Schools the rate for non-agriculturists is 2 annas per boy in the Middle and 1 anna in the Upper Primary Department, agriculturists paying half rates in the former, and being free in the latter. In the Lower Primary Department education is free for all.

The results of the Entrance and Middle School Examinations bear a favourable comparison with those of 1889-90.

With the exception of the Zaida School, no Secondary School has any Boarding House attached to it. The hostel that used to be maintained in connection with the Pesháwar Mission School still exists. But it seems to be now used more for the general purposes of the Mission than as a Boarding House for school-boys.

PRIMARY SCHOOLS FOR BOYS.

There are 62 Primary Schools in the District, against 45 in 1889-90. The increase is due partly to the inclusion of the Indigenous and Elementary Schools examined for grants in the return of Public Schools, and partly to an increase in the number of the ordinary Primary Schools. Of the total, 49 are Vernacular Board Schools, and 3 (all at the head-quarters) are Anglo-Vernacular, *viz.*, the Karímpura Branch of the Pesháwar Mission School, Agha Ján's School, and the Frontier School in the Cantonment.

The scholars have risen from 2,032 to 2,551 in the independent Primary Schools, and from 2,911 to 3,621 if the Primary Departments of Secondary Schools be included.

The fee collections have risen from Rs. 459 to Rs. 1,080. Of the total, Rs. 733 are due to Anglo-Vernacular Schools, Rs. 169 to the Guides' School at Mardán, and Rs. 54 to the Cantonment Mission School. The rate of fee in Vernacular Primary Schools is the same as in the Primary Departments of Vernacular Middle Schools.

The results of the Upper and Lower Primary Examinations, though on the whole satisfactory, do not bear a favourable comparison with those of 1889-90.

The Zamíndárí Schools have increased from 4 to 6, with a rise in the attendance from 148 to 192. The number of agriculturists in the Upper stage has been more than doubled, but in the Lower stage it shows a falling off. Non-agriculturists have increased more than seven-fold in the Upper and risen from 43 to 65 in the Lower stage. The examination results are very satisfactory, and give evidence of instructional improvement at every stage. The great defect of these schools is that Arithmetic is not taught on the native method in most of them. Three of the 6 schools are not under duly qualified teachers.

As in other Districts, the number of Indigenous and Elementary Schools examined for grants has risen, and so have the scholars attending them. The examination results were satisfactory, and the grants earned have increased from Rs. 184 to Rs. 448.

FEMALE EDUCATION.

The number of Female Public Schools remains 2, as five years ago. Both are of the Primary grade and Aided. The scholars show an increase of 7. But the schools are not progressing. Two years ago there were only 60 scholars in them.

There were no candidates for any standard at the last inspection, and the instructional condition of these schools has been deteriorating for the last two years.

In addition to these two Public Schools there are two other Female Schools in Pesháwar,—one maintained by the Arya Samáj, and the other by the Sanátan Dharm Sabha. They are returned as Private Schools as not open to inspection; but the course of study in one of them at least (that maintained by the Arya Samáj) is similar to the course followed in Board Schools.

GENERAL QUESTIONS.

During the quinquennium, the study of English has made considerable progress in the District, which means the city of Pesháwar and its Cantonment. There are no English Schools in the interior of the District.

The number of scholarships in Boys' Schools has fallen from 53 to 30, due chiefly to the fact that there were a number of stipends given in 1889-90, mostly in the Mission School, which have since been stopped. No scholarships were held in Girls' Schools either last year or in 1889-90.

Much progress has not been made in Physical training in District Board Schools during the quinquennium, chiefly owing to the fact that the instructional provision for it is totally inadequate. In the two High Schools at Pesháwar the boys have made fair progress, as they have separate Instructor of their own.

Pesháwar.

The conduct of students at inspection was generally satisfactory. The discipline in some schools was capable of improvement.

Judged by the results of the inspection, the work of the teachers, as a whole, was only fair. The calibre of teachers has not much improved since 1889-90, a very large proportion of uncertificated men being still employed.

Nothing has been done for the improvement of the school buildings during the past five years. As to furniture, Science apparatus is wanting in all the Middle Schools, and Mensuration apparatus in all Vernacular Schools having a Fifth Upper Primary Class; Gymnastic apparatus is also wanting in a good many of them.

In Public Schools for males, the Hindús have risen from 557 to 914, the Sikhs from 111 to 199, and the Muhammadans from 2,407 to 2,886. In Private Schools the Hindús are practically stationary, the Sikhs have receded from 186 to 60, and the Muhammadans from 7,271 to 3,146. On the side of females there are no Muhammadans in Public Schools, nor were there any in 1889-90; the Hindús have declined from 68 to 39, and the Sikhs risen from 14 to 50. In Private Schools the Hindús have risen from 103 to 238, and the Sikhs from 12 to 118, while the Muhammadans have fallen from 4,823 to 395.

The expenditure on education from the District Fund during the past year amounted to Rs. 16,655, against Rs. 12,130 five years ago. Of the total, fees contributed only Rs. 220, against Rs. 1,276 before. The expenditure from the Municipal Funds has risen from Rs. 5,401 to Rs. 7,694, including a Government grant of Rs. 420.

Considering the many and important wants of the schools, the management by both District and Municipal Boards can only be said to have been fair.

PRIVATE SCHOOLS.

The number of Private Schools for boys has decreased from 422 to 167, and the scholars attending them from 4,325 to 3,607. The decrease in scholars has been proportionately much less than the decrease in the institutions. On the other hand, Female Schools have increased from 19, attended by 149 girls, to 44, with a roll of 755.

KOHAT DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Kohát.

The only Secondary School in the District is that at the head-quarters, which, however, has been raised to the High grade since 1889-90.

The number of scholars in the Secondary stage has fallen from 68 to 51; but in the Primary stage it has risen from 267 to 309.

A Gurmukhí class is maintained in connection with the school.

The amount collected in fees during the past year was Rs. 1,651, against Rs. 1,700 in 1893; but it is Rs. 523 more than the collections for 1889-90.

The results of the Entrance Examination were satisfactory both this year and last year. In 1889-90 the school had no High Department. The result of the Middle School Examination was excellent last year, 16 passing out of 17. This year the school did not do well in this test, and the result does not compare favourably with that for 1889-90.

The Boarding House attached to the school is a good one.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools for boys has risen from 7 to 9. They are all Board Schools. The attendance has improved from 292 to 372. Including the Primary Departments of Secondary Schools, the rise in scholars is from 559 to 681.

Fees are levied in only two schools. The rates sanctioned are one-fourth of those in the Code. The income from this source in the past year was Rs. 52, against Rs. 42 five years ago.

The result of the Upper Primary Examination was somewhat better, and that of the Lower Primary Examination much worse than in 1889-90.

Appendix A.

Rawalpindi Circle.

Kohát.

There are no Zamíndárí Schools in the District, nor have any Indigenous Schools ever offered themselves for examination for grants.

FEMALE EDUCATION.

Nor, again, are there any Public Schools for females. But a few girls attend the Gurmukhí class attached to the Kohát Municipal Board School.

GENERAL QUESTIONS.

Kohát is another District which does not share in the general advance of English.

The number of scholarships current at the close of last year was 10, against 12, or 2 less than in 1889-90.

Physical apparatus has been supplied to all the schools in the District, and a Gymnastic Instructor has been appointed in the Kohát Municipal Board School who visits also one of the schools in the interior. Beyond this nothing has been done for Physical training during the quinquennium.

No occasion arose to find fault with the conduct of boys at the inspection.

The work of the teachers in the Kohát Municipal Board School and in the schools in the interior was fair on the whole.

The number of trained and certificated teachers is very small. In this respect Kohát is one of the two most backward Districts in the Circle.

The school buildings are generally satisfactory. The chief wants as to furniture are—in the Kohát Municipal Board School, new writing-desks and benches; and in the interior of the District, Mensuration apparatus.

In the Primary stage of Public Schools for males all the creeds have increased their numbers, though the increase of Muhammadans is slight. In the Secondary stage, on the other hand, they have all declined, the fall being greatest among the Hindús. In Private Schools the Muhammadans have been reduced from 1,723 to 755, while the Hindús have increased from 26 to 47. There are only 2 Sikhs in the whole District attending Private Schools, against none five years ago.

The expenditure from the District Fund on education has risen from Rs. 1,955 to Rs. 2,996. This is inclusive of a Government grant of Rs. 158 for Primary education. The Kohát Municipality spent Rs. 5,733, against Rs. 4,449 in 1889-90, Government contributing Rs. 2,461 of the total.

The management of both District and Municipal Board Schools has been satisfactory on the whole.

PRIVATE SCHOOLS.

The total number of Indigenous Schools in the District is 66, which are attended by 804 scholars, the figures for 1889-90 being 126 schools and 1,749 scholars.

DERAJAT CIRCLE.

MOOLTAN DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Mooltan.

There are 2 High Schools in the District, the same as in 1889-90. Both of them are at head-quarters. The number of Middle Schools has risen from 6 to 8. Of these the Unaided Anglo-Sanskrit and Islámiya Schools at Mooltan, the Aided Cantonment School, and the Municipal Board School, Shuj'ábád, are Anglo-Vernacular; while those at Sarái Sidhú, Talamba, Kahror, and Jalálpur are Vernacular.

The total number of scholars in attendance on Secondary Schools has risen from 1,670 to 2,163, or by 29·5 per cent. The most noteworthy feature is the large increase of 86 per cent. in the High stage, and of 37 per cent. in the Middle stage of Anglo-Vernacular Schools, and of 42 per cent. in the Middle stage of Vernacular Schools, as compared with 1889-90.

The fees levied in these schools have advanced, within the past five years, from Rs. 8,240 to Rs. 15,754, or by 91 per cent. The rise, which is shared by both the Anglo-Vernacular and Vernacular Schools, has chiefly taken place in the Municipal Board High School at Mooltan, which alone has contributed Rs. 9,905 to the total fee income during the year.

The results of the Entrance Examination, held in March last, show a marked improvement, the number of successful candidates being double what it was five years ago. The results of the Middle School Examination, on the Anglo-Vernacular side, are less favourable owing to the stiff question paper set this year in English Grammar; but those on the Vernacular side are satisfactory, showing a sufficient rise in the number of candidates and passes as compared with 1889-90.

The want of Boarding Houses is still felt in the District. Out of the 6 Board Schools 4 are provided with boarding accommodation. There are no Boarding Houses attached to the Anglo-Vernacular Municipal Board School at Shuj'ábád and the Vernacular Municipal Board School at Jalálpur. The Boarding House at the former place was destroyed by the floods in 1893. The two Aided Schools, *viz.*, Church Mission High School and the Cantonment Middle School, are yet without boarding quarters. A small Boarding House was supplied at Talamba last year. The Boarding House in connection with the Municipal Board High School at Mooltan is an excellent institution of its kind. It is well managed and adequately provided with the necessary furniture and servants.

PRIMARY SCHOOLS FOR BOYS.

There are 68 Primary Schools in the District, or 5 more than in 1889-90. The increase is due to the establishment of new schools, including the Model School opened at Mooltan in 1891, in connection with the Government Normal School. In spite of the rise in the number of schools, the number of scholars attending them has fallen off from 2,645 to 2,412, or by 9 per cent. This is, no doubt, partly owing to the elevation of a large Primary School to the Middle grade, and partly to the enhancement in the rates of fees; but the main cause of the decline lies in the general poverty and apathy of the people, and the consequent hopeless condition of some of the schools in the District.

Taking the Primary Schools and Primary Departments of Secondary Schools together, there is a slight rise of 52 scholars as compared with 1889-90.

The fees, which are levied at specially reduced rates in these schools, have amounted to Rs. 1,345, being an increase of Rs. 286 over 1889-90.

The results of the Upper Primary Examination are an advance on those of 1889-90, showing an appreciable rise in the number of candidates examined and passed. The results of the Lower Primary Examination, though good enough as regards the percentages of passes, are less satisfactory as regards the number of candidates and passes.

The number of Zamíndárí Schools is stationary at 6. The number of scholars attending them has gone down from 171 to 151, owing to the unpopularity of these schools.

Appendix A.

Derajat Circle.

Mooltan.

FEMALE EDUCATION.

The number of Girls' Schools is 2, the same as in 1889-90. Both of them are at Mooltan, one being a Hindí School under the management of the Local Municipal Committee, and the other an Aided Urdú School under the Mission. It is satisfactory to note that the number of girls under instruction is 93, having more than doubled since 1889-90.

GENERAL QUESTIONS.

The large increase in the number of English reading scholars, as compared with those learning Vernacular only, coupled with the enormous rise in the tuition fees levied in Anglo-Vernacular Schools, indicates that the desire for English education is as great at Mooltan as in any other large town in the Province.

The total number of scholarships current at the close of the year was 77, against 85 in 1889-90. Of these 32 were held in the High Departments and 45 in the Middle. The decrease has occurred in the Open and Jubilee Scholarships, especially in the Middle stage. No scholarships are given in Primary Schools. The Code rules regarding their award and tenure are strictly observed. In addition to the above, the District Board, under Article 366 of the Code, has established, with the sanction of Government, 15 stipends of the value of Rs. 2 each.

Due attention has been paid to Physical training in the District. The prescribed courses of drill and gymnastics have been introduced in all the schools. Cricket continues to flourish in Anglo-Vernacular Schools. Native games do not, however, receive the attention due to them. Play-grounds are attached to many schools.

An Athletic and Cricket tournament was held, as usual, at Mooltan in February last, under the auspices of the Deputy Commissioner, to which competing teams were supplied by the neighbouring Districts. Among others, the students of the Egerton High School, Bahawalpur, came to compete for the Cricket Bell and Maconachie's Athletic Shield. Both these trophies were carried off by the Municipal Board High School, Mooltan. The establishment of this tournament has given a wholesome impetus to the Physical training in Mooltan and the adjoining Districts.

The general conduct and demeanour of the scholars, with few exceptions, have been satisfactory. At inspection time they were very orderly and amenable to discipline. In the matter of cleanliness there is yet much room for improvement, especially in the Village Primary Schools.

The work and qualifications of teachers in Secondary Schools are generally good, and of those in Primary Schools fair. There is a gradual rise in the number of trained and duly qualified teachers. Out of 162 teachers employed in Board Schools, 44 hold no departmental certificates; and no less than 5 Middle passed youths are in sole charge of Primary Schools.

The school buildings are generally suitable and in a fair condition; but the District in this respect is worse off than formerly owing to the serious injury done by the floods. Four of the Primary Schools are without houses of their own, and in some increased accommodation is much needed. The schools are fairly provided with the necessary furniture and other appliances. The chief requisites are certain Reference and Text-Books, as well as Mensuration apparatus in some of the schools. In some cases Science apparatus was incomplete.

The numbers of all the three creeds have largely risen in the Secondary stage of Public Schools; and the fact that the number of Muhammadans on the Anglo-Vernacular side has advanced by 72 per cent. is worthy of notice. In the Primary stage of both Public and Private Schools the number of Hindús and Sikhs shows an increase, but that of Muhammadans has declined.

The net expenditure from District Funds incurred during the year is greater by Rs. 897 and Rs. 2,221, respectively, than the amounts expended in 1889-90 and before localization of schools in 1885-86. The increase, as compared with 1889-90, is principally due to the transfer, since 1890, of the Kahror Vernacular Middle School from the management of the Municipal Committee to that of the District Board, and to the opening of new District Board Primary Schools.

It is satisfactory to note that in all the Municipalities of the District the net expenditure of the past school year is greater than that incurred in 1889-90 and before localization in 1885-86.

The management of the District Board Schools is, on the whole, satisfactory. But too frequent changes are made among the teachers which, in some cases, have proved injurious to the best interests of the schools. The Municipal Board Schools are also fairly well managed. But the Committees, with the exception of the head-quarters Municipality, take *no part* in their management.

PRIVATE SCHOOLS.

The number of Private Schools is 192, with an attendance of 2,949 scholars, against 190 schools and 2,893 scholars in 1889-90, showing a gain of 2 schools and of 76 scholars. The rise has taken place in Rote Schools. Fourteen of the schools are for girls, attended by 116 scholars.

The number of Indigenous Schools examined for grants has risen from 13 to 16, with an increase of 38 in the number of scholars. The examination results are less satisfactory than those of 1889-90; and consequently the amount of grants earned this year is less than before. All these schools are for boys in which instruction is given through the medium of Urdú, and the Urdú books prescribed by the Department are extensively used.

GENERAL STATE OF EDUCATION.

During the past five years Secondary education has made satisfactory progress in the District, as is evident from the large increase in the number of scholars in the Secondary stage, the good results of the public examinations generally, the steady rise in the fee receipts, and the improvement effected in the discipline and the physical training of the scholars. In the matter of Primary education there yet remains much to be done; but progress is being made in Primary Schools with the gradual increase in the number of trained and certificated teachers.

WORK OF THE DISTRICT INSPECTOR.

The District Inspector, Munshí Nazar Muhammad, B. A., has not been able to pay a second visit to 25 District Board Primary Schools. In other respects his work is satisfactory on the whole. His examinations are efficiently conducted.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs have visited all the schools within their respective jurisdictions once during the year.

MUZAFFARGARH DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Muzaffargarh.

There are, as in 1889-90, 3 Secondary Schools of the Middle grade in the District, of which one is Anglo-Vernacular, and the other two are Vernacular. The number of scholars in attendance on these schools is 494, against 434 in 1889-90, showing a sufficient rise in the number of scholars at every stage of instruction on both the Anglo-Vernacular and Vernacular sides.

The fees, which are levied at half the Code rates from the non-agriculturists, and at quarter rates from the agriculturists, have increased, during the last five years, from Rs. 679 to Rs. 975.

The results of the Middle School Examination are satisfactory, showing an increase, though slight, in the number of passes as compared with 1889-90. There is, however, a falling off in the number of candidates presented for the Vernacular Examination.

The want of Boarding Houses is sorely felt in the District. Out of the three Middle Schools only one at Kot Addú is provided with boarding accommodation. The other schools have no Boarding Houses attached to them. At Muzaffargarh a few boarders that are left are stuffed in *kothrís* rented in the Bazár *Mandi*, and at 'Alípur they are housed in the sarái, which is quite unsuited to the purpose.

PRIMARY SCHOOLS FOR BOYS.

There are 36 Primary Schools in the District, or 3 more than in 1889-90. Notwithstanding the rise in the number of schools, the number of scholars has remained stationary at 1,454. The heavy fall in the number of agriculturists, who are chiefly Muhammadans, is noteworthy.

The fees, which are levied at one-eighth of the Code rates from the non-agriculturist scholars in the Upper Primary Departments of these schools, have amounted to Rs. 50, against Rs. 32 in 1889-90.

Appendix A.
Derajat Circle.
Muzaffargarh.

The results of the Upper and Lower Primary Examinations are fairly satisfactory as compared with 1889-90. There is, however, a slight diminution, as contrasted with that year, in the number of scholars examined by the Lower Primary standard.

The number of Zamíndárí Schools is 3, the same as in 1889-90, with 93 scholars, against 117 then. The main cause of the steady decline in these schools lies in their unpopularity in the District.

FEMALE EDUCATION.

There was no Public Girls' School in the District in 1889-90. Two Board Schools were opened in 1892—one at the head-quarters and the other at Jatoí. The former is doing fairly well; the latter is in a languishing state, and not worth keeping up. They are attended by 46 girls, all being in the Lower Primary stage.

GENERAL QUESTIONS.

The number of scholars learning English in the head-quarters school has risen by about 25 per cent., whereas the number of those reading in the corresponding Middle and Upper Primary Departments of the two Vernacular Middle Schools has increased by 42 per cent., as compared with 1889-90. This shows that the progress of English education in Muzaffargarh is not so rapid as in other Districts of the Circle.

The total number of Middle School Scholarships at the close of the school year was 24, against 16 in 1889-90. The rise has chiefly taken place in the Close Scholarships which were established by the District Board in 1891. The Code rules regarding their tenure and award are strictly observed.

Physical training has received much more attention than formerly since the appointment of a Gymnastic and Drill Master who visits each school by rotation.

The general conduct and demeanour of the scholars have been satisfactory, though there were cases of expulsion here and there for copying during the examination. The discipline is improving with the gradual supply of trained teachers. There is yet considerable room for improvement in the matter of cleanliness.

The work and qualifications of teachers in Middle Schools are generally fair, and of those in Primary Schools moderate. Out of 77 teachers in Board Schools for boys, 34 are uncertificated, and possess very inferior qualifications; and no less than 9 of these hold independent charge of Primary Schools, and half a dozen Upper Primary passed boys are employed as Assistants.

The school buildings in the District are generally in a fair condition. Some schools of long standing, which are now firmly and securely established, are still held in *chhappars* quite unsuitable for school purposes. The schools are generally fairly provided with the needful furniture and other appliances; but in Primary Schools the Mensuration apparatus, and in Middle Schools the Physical Science apparatus, are still wanting.

In the Secondary stage of Public Schools the number of Hindús has risen by 72 per cent., that of Muhammadans is stationary, and that of Sikhs has gone down. In Private Schools the numbers of all the three creeds show a decline.

The net expenditure incurred from District Funds during the year is greater by Rs. 1,543 and Rs. 3,147, respectively, than the net amounts expended in the year 1889-90 and before localization.

With the exception of the head-quarters Municipality, the net expenditure of the year is, in every case, greater than that incurred in 1889-90, and in 1885-86, when the schools were localized. The decrease in the case of the Muzaffargarh Municipality is mainly owing to the increased contributions from District Funds, and partly to the rise in the fee income.

The management of the District and Municipal Board Schools is, on the whole, fairly satisfactory. But inefficient teachers are kept on and numerous changes are made in the teaching staff which, in cases, have proved harmful to the schools.

PRIVATE SCHOOLS.

There are now 115 Private Schools, with 1,278 scholars, against 230 schools with 2,398 scholars in 1889-90, showing a loss of 115 schools and of 1,120 scholars. The fall has chiefly occurred in Rote Schools, and, as such, is not of much significance.

The number of Indigenous Schools examined for grants has increased by 3, with a proportionate rise of 99 in the number of scholars compared with 1889-90. The examination results, as tested by the simple standards, bear a favourable comparison with those of 1889-90. The total amount of grants earned by these schools is greater by Rs. 40 than that awarded in 1889-90.

GENERAL STATE OF EDUCATION.

Taking into consideration the improved state of the Middle Schools, a rise in the number of Board Primary Schools, and the satisfactory examination results generally, it may be said that the general progress made, during the last five years, has been fair on the whole.

WORK OF THE DISTRICT INSPECTOR.

The Officiating District Inspector, Pandit Rám Chand (who has since been transferred to the teaching line), spent on tour 14 days less than the prescribed minimum of 215 days. But he appears this year to have inspected the schools *in situ*; though here and there his examinations were cursory.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs generally have paid one visit to the schools within their jurisdiction.

DERA GHAZI KHAN DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

The number of Secondary Schools in the District is 5, or 1 less than in 1889-90. This is due to the reduction, since then, of the Dájal Vernacular Middle School to the Primary grade. There was no High School in 1889-90, the Municipal Board School at head-quarters having been raised to the High grade in 1891. Of the 4 Middle Schools, 2 are Anglo-Vernacular and 2 Vernacular. In the first, the study of English was introduced in 1894.

The total number of scholars in Anglo-Vernacular Secondary Schools is 652, or 230 more than in 1889-90. The rise has taken place in every stage of instruction, more especially in the Secondary stage, where it amounts to 60 per cent. The decline on the Vernacular side is due partly to the closing, since 1889-90, of the Middle Department at Dájal, and partly to the transfer of the Jámpur School to the Anglo-Vernacular side.

The fee income has increased from Rs. 2,334 to Rs. 3,735, or by 60 per cent. This is mainly owing to the opening of a High Department in connection with the Municipal Board School at Dera Ghází Khán, and the addition of English to the curriculum of the Jámpur School.

In the Entrance Examination held in March last, out of 24 candidates that were sent up, 19, or 79 per cent., passed. This result is, on the whole, satisfactory. The results of the Middle School Examination, held in January last, are less satisfactory than those obtained in 1889-90. This may be ascribed to the unsuitable question papers set this year in English Grammar and Arithmetic.

The want of Boarding Houses has, to a large extent, been supplied. All the Secondary Schools, excepting Rojhán, are now provided with boarding accommodation. The Boarding House at Rojhán, which had been supplied through the liberality of Nawáb Sir Imám Bakhsh Khán, K. C. I. E., was destroyed by the floods of 1892. The head-quarters High School has a fine Boarding-House attached to it, which is well managed and supplied with the requisite furniture and establishment. The Code rules regarding the management of these institutions are generally observed.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools remains the same as in 1889-90, *viz.*, 43. The loss of one institution caused by the closing of the Dera Ghází Khán Aided School was made up by the inclusion of the Dájal School, the Middle Department of which was abolished in 1890. The number of scholars attending these schools is 2,147, or 160 less than in 1889-90. The decline is attributed partly to the prevalence of sickness, and partly to the stricter observance of the Code rule regarding the treatment of absentees without leave; but the real cause lies in the general apathy and indifference of the people towards education.

APPENDIX A.—DERAJAT CIRCLE.

Appendix A. Derajat Circle.

Dera Ghází Khán.

The fees have amounted to Rs. 683, against Rs. 478 in 1889-90. The rise has mostly taken place in the Branch Schools at Dera Ghází Khán, in which full Code rates are charged.

The results of the Upper and Lower Primary Examinations, though good enough as regards the percentages of passes, are less satisfactory as regards the number of boys examined and passed compared with 1889-90. The large increase in the number of candidates and passes among those who appeared in English only in the Upper Primary Examination is satisfactory.

There are now 3 Zamíndárí Schools, with an attendance of 107 scholars, against 4 schools and 153 scholars in 1889-90. The decline is due to the closure of one school in the Sanghar Tahsíl, in lieu of which no other school was opened owing to the growing unpopularity of these institutions in the District. The examination results are, on the whole, satisfactory.

FEMALE EDUCATION.

In 1889-90 there was no Public Girls' School in the District. A beginning was made in this direction in 1893 by the opening of a Municipal Board School at the head-quarters. It is said to contain 68 girls, all of whom are in the Lower Primary stage.

GENERAL QUESTIONS.

The advance in the number of Anglo-Vernacular scholars and the decline in that of Vernacular scholars taken in connection with the elevation of the head-quarters Municipal Board School to the High grade, and the introduction of the study of English into the Jámpur School, where the people collected a large sum of Rs. 12,000 with this object, is ample evidence of the fact that English education is growing in popularity on the frontier.

The number of scholarships current at the close of the school-year was 41, against 43 in 1889-90. The number of other Close Scholarships shows a considerable decline owing to the curtailment of the District Funds allotment from which they were provided.

Physical training has received sufficient attention in the Municipal Board High School, but the prescribed courses should be strictly followed. In most of the other schools in the District much was not done in this direction since the services of the District Gymnastic Instructor were exclusively made over to the High School. A Gymnastic Teacher for the District should be appointed as soon as possible.

The general conduct and demeanour of the scholars have been satisfactory. At inspection time they were found very orderly, respectful, and amenable to discipline.

The work and qualifications of teachers in Secondary Schools are generally good, and of those in Primary Schools fair. There is a gradual and steady rise in the number of trained and duly qualified teachers. Out of 112 teachers at present employed in Board Schools, 44 do not hold departmental certificates; and of these no less than 4 are in independent charge of Primary Schools.

The Secondary Schools in the District are provided with suitable houses which are generally kept in very good condition. Since 1889-90 the building for the High School at head-quarters has been enlarged by the addition of a large Examination Hall, and two small class-rooms; and a new building, sufficiently large and commodious, with a fine Boarding House and play-ground attached to it, has been erected at Jámpur at a cost of about Rs. 7,000. The Primary school-houses stand generally in need of repairs, and those at Yárú, Núrpur, and Bandwání are not yet provided with proper houses.

The ordinary articles of furniture and school appliances are fairly supplied in most of the schools. But in Primary Schools the Mensuration apparatus, and in Middle Schools the Physical Science apparatus, have not yet been provided. In some schools certain Reference and Class Text-Books are still wanting.

In the Secondary Departments of Anglo-Vernacular Schools, the numbers of both Hindús and Muhammadans have risen considerably. The increase is most marked in the case of Muhammadans who have advanced by 184 per cent. The decrease on the Vernacular side has been more than covered by a large increase on the Anglo-Vernacular side. In the Primary stage both Hindús and Muhammadans show a fall, while in Private Schools there is a rise in the number of Muhammadans.

Appendix A.
Derajat Circle.
Dera Ghází Khán.

The net expenditure incurred by the District Board during the year, though greater by Rs. 1,165 than that incurred before localization, is less by Rs. 1,823 than the amount expended during 1889-90. This is owing, chiefly, to the withdrawal of a part of contributions paid to the Municipal Committees for the maintenance of their schools, and to the reduced outlay on scholarships.

It is satisfactory to observe that in all the Municipalities of the District the net expenditure of the past school year exceeds that incurred in 1889-90, and before localization in 1885-86.

The management of the District and Municipal Board Schools, which is in the hands of the Deputy Commissioner, continues to be satisfactory.

PRIVATE SCHOOLS.

There are now 192 Private Schools, with 2,725 scholars, against 130 schools and 2,304 scholars in 1889-90, showing a gain of 62 schools and of 421 scholars. The rise has occurred almost entirely in Rote Schools, and is shared by both the male and female schools.

The number of Indigenous Schools examined for grants during the year has gone down by 3, with a corresponding decrease of 45 in the number of scholars compared with 1889-90. The examination results are, however, generally satisfactory, and the amount of grants earned by the schools is greater than that earned by them in 1889-90. All of them are Boys' Schools in which instruction is given through the medium of Urdú, and the Urdú books prescribed by the Department are largely used.

GENERAL STATE OF EDUCATION.

During the past five years English education has made very good progress in the District by the opening of a High Department in connection with the Municipal Board School at head-quarters, and the addition of English to the course of a large and popular Vernacular Middle School at Jámpur. Fair improvement has been effected in the Vernacular education given in the schools. In Primary Schools there yet remains a great deal to be done; but progress is being made with the gradual increase in the number of trained and certificated teachers.

WORK OF THE DISTRICT INSPECTOR.

The District Inspector, Munshí Allah Wasáya Khán, continues to discharge his duties efficiently. The number of days spent on tour by him exceeds by 9 the prescribed minimum of 215 days.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs generally have once visited the schools within their jurisdiction.

DERA ISMA'IL KHAN DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Dera Isma'íl Khán.

The District contains 6 Secondary Schools, the same as in 1889-90; of these, the Aided Mission School and the Unaided Victoria Bhrátarí School, both at the head-quarters, are of the High grade, and the remaining 4 are of the Middle grade. All these schools, except the last, are Anglo-Vernacular.

The total number of scholars under instruction in Anglo-Vernacular Secondary Schools is 1,231, or 550 more than in 1889-90. The increase has taken place in all the stages of instruction, notably in the Secondary stage, where it amounts to 47 per cent. The heavy fall on the Vernacular side is owing to the addition of English to the courses of studies of the Vernacular Middle Schools at Leiah and Kuláchí.

The income from fees has greatly increased since 1889-90. The amount collected during the year was Rs. 4,685, against Rs. 3,507 realized in that year. The rise is mainly due to the introduction of English, since then, into two Vernacular Schools, the advance in the number of scholars, and the higher rates of fees.

APPENDIX A.—DERAJAT CIRCLE.

Appendix A.

Derajat Circle.

Dera Isma'íl Khán.

The result of the Entrance Examination is satisfactory both in point of numbers sent up and passed compared with what it was five years ago. The results of the Middle School Examination are, however, less satisfactory than those obtained in 1889-90, showing a decrease in the number of candidates and passes. This is owing to the stiff papers set this year in English Grammar and Arithmetic.

Great improvement has been made, during the last five years, in the matter of Boarding Houses. In 1889-90 there was only one institution of this kind, if at all. At present all the Secondary Schools in the District are provided with boarding accommodation. A fine Reading Room has of late been added to the Boarding House attached to the Aided Mission School at head-quarters, and some improvements have been made in the building. Generally speaking, these institutions are adequately supplied with the requisite furniture and establishment; and arrangements for supervision and food are what can be desired.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 37, or 11 more than in 1889-90, which is due to the opening of new schools. The number of scholars in Board Primary Schools shows a rise of 438, which is proportionate to the increase in that of schools. The sum total of boys at the Primary stage marks an increase of 550 in round numbers, which is extremely satisfactory.

The District has a concession of specially reduced rates in the levy of fees. The receipts of last year amounted to Rs. 276, against Rs. 169 in 1889-90. This rise is satisfactory.

The results of both the Upper and Lower Primary Examinations are satisfactory, more especially in the case of Board Schools. The rise in the number of successful candidates who appeared in English only is satisfactory.

The number of Zamíndárí Schools has risen from 3 to 6, with a corresponding rise in the number of scholars from 124 to 220. The examination results are favourable on the whole.

FEMALE EDUCATION.

Owing to the establishment of 2 schools at Leiah and 2 at Kohror, the number of Girls' Schools has risen from 1 to 5, and that of scholars attending them from 40 to 269 since 1889-90. At each of these places one school is for Hindú and the other for Muhammadan girls. Ten girls passed from these schools by the Lower Primary Standard out of 28 examined. This is very encouraging. Five years ago there were no such passes, all the girls then being at the Lower Primary stage.

GENERAL QUESTIONS.

The number of scholars learning English is 587, against 358 in 1889-90. The increase of over 63 per cent. is mainly due to the inclusion of English in the courses of reading of two Vernacular Middle Schools. This is a sign of the growing popularity of English education in this frontier District.

The total number of all kinds of scholarships was 54, against 76 in 1889-90. The fall in the number of Close Scholarships is because of their discontinuance in the High and Upper Primary stages, and of the reduction of their number tenable in the Middle Departments. No Zamíndárí Scholarships have yet been founded. Seven scholarships were held in the Municipal Board Girls' Schools. No such scholarships existed five years ago. The Code rules on the subject are strictly observed.

Physical training receives greater attention now than formerly owing to the appointment, since 1889-90, of an itinerant Gymnastic Instructor who visits each school in turn. The Municipal Board School at head-quarters has of late been provided with a separate Gymnastic Teacher. Cricket and football are eagerly played in Anglo-Vernacular Schools, and native games are pursued in Vernacular Schools. Drill has been fairly well taught; but instruction in gymnastics is much neglected throughout the schools.

The behaviour of the scholars while at examination, their general conduct and character, were, on the whole, satisfactory. The discipline of the schools has much improved with the increase in the number of trained teachers, and the introduction of drill. Too much stress cannot be laid on cleanliness in this frontier District.

The work and qualifications of teachers in Secondary Schools are generally good, and of those in Primary Schools fairly satisfactory. The number of certificated men is steadily increasing; but still out of 100 teachers employed in Board Schools, 49, or about one-half, do not hold departmental certificates; and of these 4 are in independent charge of Primary Schools.

The school-houses are generally suitable, and in good order. Increased accommodation is, however, much needed for the Middle Schools at Bhakkar and Leiah.

The necessary furniture is fairly provided in both the Secondary and Primary Schools, but some Reference and Class Text-Books are still wanting. The Mensuration apparatus must be supplied, as Practical Mensuration cannot be taught without it.

In Public Schools the numbers of all the three creeds have risen considerably. The rise in the Anglo-Vernacular Secondary stage is due to the introduction of English into two Vernacular Schools at Leiah and Kuláchí. In Private Schools the number of Muhammadans has fallen, while that of Hindús shows an increase. In Public Girls' Schools the rise in the number of Hindús and Muhammadans is very gratifying.

The net expenditure incurred during the year is greater than the amounts expended in 1889-90 and before localization in 1885-86. This increase is mainly due to the opening of 10 new District Board Primary Schools, and the transfer of the Kuláchi School from the management of the Municipality to that of the District Board.

The net expenditure of the head-quarters Municipality was less by Rs. 312 in the past year than in 1889-90. This is solely because of the rise in the fee receipts. The increase in the case of the Leiah Municipality is due to the addition of English to the curriculum of their school.

The management of the District and Municipal Board Schools continues to be satisfactory on the whole.

PRIVATE SCHOOLS.

There are now 406 Private Schools, with 5,471 scholars, against 408 schools and 5,008 scholars in 1889-90, showing a loss of 2 schools and a gain of 463 scholars. The rise in the number of scholars has mostly occurred in the schools teaching the Qurán by rote, and is shared by both the male and female schools.

The number of Indigenous Schools examined for grants is 11, against 15 in 1889-90; but the number of scholars attending them has risen from 426 to 475. The examination results are a great improvement on those of 1889-90. The total amount of grants earned by these schools is greater by Rs. 212 than that earned in 1889-90. The increase under Instruction Grant is very encouraging. All these schools are for boys, and in all of them (excepting Nawánkot, in which Gurmukhí is taught) Urdú is the medium of instruction.

GENERAL STATE OF EDUCATION.

The number of both Boys' and Girls' Schools increased with an appreciable rise in the number of scholars; the results of public examinations were generally satisfactory; the fee receipts rose considerably; the tone and discipline of the schools have much improved; and physical instruction received greater attention. This, taken in connection with the introduction of English at Leiah and Kuláchi, shows that, during the last five years, very substantial progress has been made in education in the District.

WORK OF THE DISTRICT INSPECTOR.

Shaikh Muhammad 'Alí, the District Inspector, continues to perform his duties with great zeal and energy. He was on leave from the 9th July to the 3rd September, and Mír Fazl Mahmúd, Head Master, Municipal Board School, Dera Isma'íl Khán, officiated for him.

WORK OF TAHSILDARS.

All the schools in the District have been visited at least once during the year by the Tahsíldárs or their Náibs.

Appendix A.
Derajat Circle.

BANNU DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Bannú.

There are, as in 1889-90, 5 Secondary Schools of the Middle grade in the District. The Municipal Board and the Aided Mission Schools at the head-quarters are Anglo-Vernacular; the other three are Vernacular. Satisfactory progress has been made in these schools. The number of scholars attending them is 854, or 133 more than in 1889-90. The increase is noticeable in all the stages of instruction except the Middle. The apparent decrease at the latter stage is not real, since it is due to the fact that the statistics of 1889-90 included the scholars of the Third Class who, owing to a change in the school year (from December to March), are not included in the past year's return, as their names were struck off in February after they had appeared at the Middle School Examination in January.

The fees, which are levied at specially reduced rates, rose during the last five years from Rs. 588 to Rs. 1,053. The increase, which is shared by both the Anglo-Vernacular and Vernacular Schools, is very satisfactory, and is due to the enhanced number of scholars and the progressive scale of fees.

The result of the Middle School Examination, on the Anglo-Vernacular side, though fair enough on the whole, is less favourable than that of 1889-90. This may be ascribed to the stiff question papers set this year in English Grammar and Arithmetic. The result of the Vernacular Examination is satisfactory, showing a considerable rise in the number of candidates examined and passed.

The want of Boarding Houses is still felt in the District. The head-quarters Anglo-Vernacular Municipal Board School, as also the Aided Mission School, are yet without boarding accommodation. Out of the 3 Vernacular Board Schools 2 have Boarding Houses attached to them which are fairly provided with the necessary furniture and establishment. The rules regarding the management of these institutions are generally complied with.

PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools is 31, or 4 more than in the year 1889-90. This is owing to the opening of new District Board Schools. The number of scholars in attendance on them increased from 1,032 to 1,443, or by 411. The rise which is most marked in the Lower Primary stage, is shared by both the Board and Aided Schools. These schools, taken in connection with the Primary Departments of Secondary Schools, show a numerical advance of 620 in round numbers, which is exceedingly satisfactory.

The fees, which are levied at specially reduced rates, increased from Rs. 41 to Rs. 108. This is very satisfactory, since the fee income has nearly trebled during the preceding five years.

The results of both the Upper and Lower Primary Examinations are a marked improvement on those of 1889-90, showing an appreciable increase in the number of candidates and passes.

The number of Zamíndárí Schools has increased from 3 to 4, with a corresponding rise in the number of scholars from 90 to 167. The examination results are favourable on the whole.

GENERAL QUESTIONS.

The increase of 18 per cent. in the number of scholars learning English, and the decline among those reading Vernacular only, shows that English is making greater progress than Vernacular education in the District.

The total number of scholarships current at the close of the year was 9, against 19 in 1889-90, showing a decline in all kinds of scholarships. No Zamíndárí Scholarships have yet been founded. The rules regarding their tenure and award are strictly adhered to.

Physical training now receives much more attention in the District than formerly. This is owing to the appointment of a Gymnastic Instructor during the year, who itinerates from school to school teaching gymnastics and drill to the out-school boys. In the Anglo-Vernacular Schools at head-quarters cricket and football are played with great zeal, and native games are eagerly pursued in most of the Vernacular Schools.

The general conduct and demeanour of the scholars have been satisfactory. The discipline of the schools has generally much improved with the increase in the number of trained and duly certificated teachers and the introduction of drill. Much stress cannot be laid on cleanliness in this frontier District.

The work and qualifications of teachers in Secondary Schools are generally good, and of those in Primary Schools fair. There is a gradual rise in the number of trained and duly qualified men; but out of 71 teachers at present employed in Board Schools no less than 30 are uncertificated, and of these not fewer than 6 are in sole charge of Primary Schools.

The school-houses in the District are generally in a fair condition. But increased accommodation is badly needed for the Middle School at 'Isa Khail and the Primary Schools at Kálabágh and Músa Khail. The schools at Ghazní Khail, Khaglánwála, and Ván Bhachrán should be provided with suitable houses as soon as funds are available. An excellent building for the Municipal Board School at head-quarters was erected last year, which has supplied a long-felt want.

The necessary furniture and other appliances are fairly provided in most of the schools; but certain Reference and Class Text-Books are still wanting.

In the Secondary stage of Public Schools for boys there has been a declension in the number of Hindús and Sikhs. This is apparent, not real, as has already been explained above under "Secondary Schools." In the Primary stage the numbers of all the three creeds show a satisfactory advance.

In Private Schools for boys the numbers of both Hindús and Muhammadans have fallen off considerably; but in Girls' Schools they exhibit a sufficient rise.

The net expenditure from District Funds incurred during the past year is greater by Rs. 3,319 and Rs. 1,974, respectively, than the actual amounts expended in 1889-90 and before localization in 1885-86.

In all the Municipalities of the District the net expenditure of the year exceeds that incurred before localization. The apparent decrease, as compared with 1889-90, is due to the fact that in 1889-90, owing to the non-payment of contributions due to them by the District Board, the Municipal Committees defrayed Rs. 975 from their own funds.

The management of the District and the Municipal Board Schools is satisfactory on the whole.

PRIVATE SCHOOLS.

There are now 259 schools, with 3,742 scholars, against 432 schools and 5,400 scholars in 1889-90, showing a loss of 173 schools and of 1,658 scholars. The diminution has chiefly occurred in the schools teaching the Qurán by rote, as also in the advanced Arabic and Persian Schools.

The number of Indigenous Schools examined for grants has decreased by 2, but that of scholars remains undiminished, as compared with 1889-90. The examination results bear a very favourable comparison with those obtained in that year. The amount of grants earned by these schools is greater by Rs. 155 than that earned in 1889-90. The increase of Rs. 294 under Instruction Grant is very encouraging.

GENERAL STATE OF EDUCATION.

Gauged by a large increase in the number of scholars, the good results of Public Examinations generally, the steady rise in the fee receipts, the increased attention now paid to physical instruction, and the erection of an excellent building for the head-quarters Municipal Board School, it may be said that the general progress made during the preceding five years has been satisfactory.

WORK OF THE DISTRICT INSPECTOR.

The District Inspector, Qází Muhammad Bakhsh (who has since retired), inspected the schools regularly; but his examinations were not thorough, and searching as usual.

WORK OF TAHSILDARS.

The Tahsíldárs and their Náibs have generally visited the schools within their jurisdiction once during the year.

Appendix B.

Report on the Government College, Lahore.

APPENDIX B.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1894-95.

Staff.

The staff of the College on the 31st March, 1895, was as below:—

1. W. Bell, Esquire, M.A., Principal and Professor of English;
2. P. G. Dallinger, Esquire, M.A., Professor of History;
3. B. G. Ussher, Esquire, M.A., Professor of Philosophy;
4. J. C. Oman, Esquire, Professor of Science;
5. Bábú Sashi Bhushan Mukarji, M.A., B.L., Professor of Mathematics;
6. Golak Náth Chattarji, Esquire, B.A., Assistant Professor of Mathematics;
7. Lála Ruchí Rám, M.A., Assistant Professor of Science;
8. Lála Jíya Rám, M.A., Assistant Professor of History, &c.

Changes in staff.

2. The only change in the staff during the year was the relief of Lála Umráo Singh, M.A., by Lála Jíya Rám, M.A., on the 28th January, 1895.

Number and distribution of students on 31st March, 1895.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1895, and compares the figures with those of the corresponding period in 1889-90:—

	1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class ... First Year	73	21	52	...
Intermediate Class ... Second Year ...	75	32	43	...
B. A. Class ... Third Year ...	43	19	24	...
B. A. Class ... Fourth Year ...	47	35	12	...
M. A. Class	19	8	11	...
Total	257	115	142	...

In the last quinquennial report a falling off in numbers from 186 to 115 was attributed to the opening of new Colleges and to our high fees. It will be seen that since then we have not only reached the old figures, but even considerably exceeded them, having risen in five years from 115 to 257 in spite of further increase of fees and the opening of new Colleges.

The following statement gives statistics of attendance in the various classes for the last five years:—

Class.	1894-95.	1893-94.	1892-93.	1891-92.	1890-91.	1889-90.
Intermediate. First Year...	73	54	34	34	18	21
Intermediate. Second Year	75	36	34	23	21	32
B. A. ... Third Year	43	28	46	21	43	19
B. A. ... Fourth Year	47	65	43	50	26	35
M. A.	19	16	14	11	5	8
Total ...	257	199	171	139	113	115
Average number on the Rolls ...	236·5	188	165	130	113	101
Average daily attendance	214·5	169	147	120	102	92

Of those on the rolls at the end of the year under report, 179 were Hindús, 48 Muhammadans, 29 Sikhs, and one a Párs.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1894-95, and compares these items with those for 1889-90:—

From	1894-95.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	38,701	46,821	...	8,120
Fees	19,929	6,086	13,843	...
Total	58,630	52,907	5,723	...

For purposes of comparison, I give below the figures for the last five years:—

From	1894-95.	1893-94.	1892-93.	1891-92.	1890-91.	1889-90.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues ...	38,701	41,189	35,908	38,349	39,412	46,821
Fees	19,929	15,725	13,507	10,522	9,397	6,086
Total ...	58,630	56,914	49,415	48,871	48,809	52,907

The great increase in the amount of fees collected is worthy of remark.

5. The following is the statement of expenditure on Scholarships for 1894-95 and for 1889-90:— Expenditure on Scholarships.

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	4,282	3,414	868	...
	Municipal Funds	456	...	456	...
	University Funds	3,536	2,431	1,105	...
	Other sources	348	823	...	475
	Total	8,622	6,668	1,954	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships ...	33	24	9	...
	Jubilee Scholarships	4	8	...	4
	Zamíndárí Scholarships ...	3	...	3	...
	Other Scholarships	6	8	...	2
	Total	46	40	6	...

This shows an excess in the number of scholars and in the expenditure on Scholarships over the figures of 1889-90. Compared with last year, there is an increase of Rs. 1,822 in the expenditure on Scholarships, and of 9 in the number of scholarship-holders.

During the year under report the sum of Rs. 804 under "Other Sources" was thus made up:—

	Rs.
Amritsar Municipality	240
Jagádhrí ,, ...	96
Jhang ,, ...	120
Anjuman-i-Islámiya, Amritsar	180
Seth Bansí Lál Rám Ratan	168
Total	804

Seth Bansí Lál Rám Ratan, of Meean Meer, generously supported a poor Brahmin student, and also paid his examination fee.

6. The following table gives the results of the various Arts Examinations held in 1894-95, as compared with 1889-90:— Results.

		1894-95.	1889-90.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	...	1	...	1
	Passes ...	...	...	..	...
Intermediate, Punjab	Candidates ...	75	31	44	...
	Passes ...	48	25	23	...
B. A. Punjab ...	Candidates ...	40	37	3	...
	Passes ...	17	20	...	3
M. A., Punjab ...	Candidates ...	15	3	12	...
	Passes ...	8	...	8	...

For the Punjab University Examinations there is an increase under each head, except in the number of passes in the B. A. Examination.

For the M. A. Examination 15 candidates were sent up—12 in English, 1 in Mathematics, and 2 in Physics. The candidate in Mathematics had stood first in the B. A. Examination of 1893, and read steadily for two years, and those in Physics, first and second in that of 1894; of those in English only two were First Division men, one (who failed last year) was of the Third Division, and The M. A. Examination.

Appendix B.

Report on the Government College, Lahore.

the rest of the Second Division in the B. A. Examination. Not one of them had read the course for two years, and ten were reading Law. That 5 should pass out of 12 from this College in an examination in which only 6 candidates altogether out of 22 were successful seems to me to be satisfactory. If Law students were generally to obtain the M. A. Degree by a few months' study, its value as an Honours Degree would suffer. During the past five years, 25 students out of 44 from this College have taken the M. A. Degree; during the previous five years only 4 passed out of 23.

The B. A. Examination.

In the B. A. Examination we have fallen from our proud position of last year (when 44 passed out of 62) and reverted almost to our humble place of 1893 (when only 16 passed out of 44). The percentage of passes in this examination has varied greatly from year to year, as this statement shows:—

	Per cent. passed.
1889-90	54
1890-91	73
1891-92	45
1892-93	38·1
1893-94	71
1894-95	**42·5**

This see-saw result at first sight seems inexplicable: in reality the explanation, apart from variation of standards, and the idiosyncrasies of Examiners, is simple enough. The poor result of 1893 brought to us only a small and inferior Third Year Class, and this necessarily affected the results in 1895. Of 40 candidates sent up, only 26 read for two years, and 16 of the 17 who passed were from among that number. The others were old failures or students from other Colleges who joined us after the favourable results of 1894. As was the case last year, several of our students stand at the head of the Pass List. The work of this class suffers to some extent from my having a large M. A. Class.

The Intermediate Examination.

In the Intermediate Examination the increase of candidates is remarkable—from 35 to 75 in one year, the percentage of passes remaining almost the same. In this examination also several of our students head the Pass List, as was the case last year.

I may mention that 2 students of the Third Year Class went up for the Roorkee Engineering Examination and passed; one stood second in order of merit and obtained a scholarship.

Comparison of results.

7. The following statement compares the results in each subject with the results in 1889-90:—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.	
F. A. and Intermediate Examinations.	Candidates	1894-95	75	5	11	59	75	...	19	3	...	53	
		1889-90	31	3	6	23	31	...	30	...	...	13	
		Increase	44	2	5	36	44	...	...	3	...	40	
		Decrease	...	...	...	...	...	...	11	...	...	...	
	Passes	1894-95	61	3	11	50	54	...	16	3	...	49	
		1889-90	31	3	5	20	29	...	29	...	...	12	
		Increase	30	...	6	30	25	...	...	3	...	37	
		Decrease	...	...	...	...	...	...	13	...	...	...	
												Physics.	Chemistry.
B. A. Examination.	Candidates	1894-95	40	...	1	22	16	3	5	20	...	11	2
		1889-90	37	6	1	36	12	3	21	8	...	8	...
		Increase	3	...	...	...	4	...	...	12	...	3	2
		Decrease	...	6	...	14	...	...	16	...	...	...	...
	Passes	1894-95	17	...	1	11	15	2	4	17	...	10	1
		1889-90	23	5	...	32	10	2	13	8	...	6	...
		Increase	...	...	1	...	5	...	...	9	...	4	1
		Decrease	6	5	...	21	...	...	9	...	...	...	...
M. A. Examination.	Candidates	1894-95	12	...	...	...	1	...	...	...	...	2	...
		1889-90	2	...	...	...	1	...	...	...	...	...	...
		Increase	10	...	...	...	...	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...
	Passes	1894-95	5	...	...	...	1	...	...	...	...	2	...
		1889-90	...	...	...	...	...	...	...	...	...	...	...
		Increase	5	...	...	...	1	...	...	...	...	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...

Below is a table showing the percentage of passes for each Intermediate subject from 1889-90 to 1894-95 :—

	1894-95.	1893-94.	1892-93.	1891-92.	1890-91.	1889-90.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
English	81	97	91	100	100	100
Arabic	60	66	66	100	100	100
Sanskrit...	100	83	50	80	25	83
Persian	84	92	92	87	83	87
Mathematics	72	74	80	91	94	93
Philosophy	84	100	86	82	87	96
Physics and Chemistry	92	92	100	100	80	92
History	100	100	100	...	100	...

I am at a loss to draw any inference of much value from this table, except that there must have been considerable variation of standard. This year the standard in Sanskrit fell, and that in Arabic rose; of this there can be no doubt. And during the period 1889-92 either the English test must have been less searching or the teaching much more effectual than at present.

The following table shows the percentage of passes for each B. A. subject from 1889-90 to 1894-95 :—

	1894-95.	1893-94.	1892-93.	1891-92.	1890-91.	1889-90.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
English	42	74	42	67	84	62
Arabic	...	100	...	66	100	83
Sanskrit	100	...	100	100.	50	...
Persian	50	86	94	70	100	88
Mathematics, A ...	93	82	55	36	61	83
Do. B ...	66	88	87	100	66	66
Philosophy	80	81	65	70	87	61
History and Political Economy	85	91	100	85	100	100
Physics and Chemistry	Ph. 91 / Ch. 50	Ph. 91 / Ch. 85	Ph. 100 / Ch. ...	88	100	75

Here I can venture merely to draw attention to the striking want of uniformity and to the poor results for this year in English and Persian. Most of those who failed did so in both of these subjects. As the teaching arrangements were the same as for the previous year, the cause of the falling off lies probably in the inferior calibre of the class : this conclusion is supported by the fact that but six of the unsuccessful candidates failed in one subject only

Physical training, &c.

8. The amount realized during the year on account of subscriptions to the College Union Club was Rs. 579, against Rs. 463 in the previous year. This amount was supplemented by a further contribution from the staff, and was spent as usual.

Debating Clubs, &c.

The Gymnasium was well patronised : an instructor was maintained by the Union Club. Football, cricket (two teams), and tennis were regularly played during the year; at no time has so keen and general an interest been displayed in cricket and football matches, and a very fair share of victory has been the result.

The College Union Club and the Intermediate Students' Club met with less regularity than they did last year. This I attribute partly to the fact that the Fourth Year students, who ought to have taken a leading part, showed little interest in the meetings. This was, of course, a consequence of the heterogeneous and mixed nature of the class, involving a want of *esprit de corps* and giving rise to difficulties in matters of discipline. From this point of view the year under report has not been a satisfactory one. A Philosophical Society was started towards the end of the year by a select body of students anxious to read papers of special scientific and philosophical interest.

Boarding House.

9. Throughout the year the Boarding House has been constantly full, and many claimants for the privilege of residence had to be disappointed. The fees realized amounted to Rs. 1,029-4, against Rs. 939-8, with which, in addition to maintaining the establishment of cooks and *kahárs*, some additional furniture was obtained for the Boarding House.

Appendix B.

Report on the Government College, Lahore.

The health of the boarders throughout the year was good. Additional latrines and night and day urinals have been provided. In consequence of a report by the Civil Surgeon, endeavours were made to improve the drainage, but it is not yet satisfactory. The water-supply is also deficient. The Boarding House is much too small for our requirements, and until the quadrangle is completed, the structural arrangements will remain totally unsuited to the purposes of a well-managed and well-supervised Boarding House.

Conduct.

10. The conduct of the mass of the students has been very good; but in endeavouring to check irregularities of attendance I had a good deal of worry, and was compelled to strike a few students off the rolls. Certain boarders who absented themselves after roll-call were expelled. I look back upon the year under report as one of my most trying experiences: I look forward with more confidence to the future.

Library and Reading Room.

11. The College Library and Reading Room have been very generally utilised throughout the year. The Library is sadly deficient in new books of reference.

APPENDIX C.

Appendix C.

Report on the St. Stephen's College, Delhi.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S COLLEGE, DELHI, FOR THE YEAR 1894-95.

Staff.

The College sustained a very severe loss last July in the sudden death of one of its staff, the Rev. A. C. Maitland. Though his connexion with the College was not of long standing (dating only from 1891), yet he had thrown himself with such zest and interest into his work (chiefly in the M. A. Class) that his loss was very keenly felt by us all, and his place will be very hard to fill. A Memorial Fund was started by the students, and an enlarged photograph has been presented to the College at a cost of about Rs. 200. This will show with what regard and affection his memory is cherished by them. There was no other change in the staff during the year.

Number and distribution of students.

2. The following table shows the number and distribution of the students at the close of the year as compared with those of 1889-90 :—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class.	First Year ...	35	14	21	...
	Second Year ...	23	15	8	...
B. A. Class ...	Third Year ...	9	1	8	...
	Fourth Year ..	9	11	...	2
M. A. Class		1	...	1	...
	Total ...	77	41	36	...

The increase, though considerable, is not nearly so great as it would be but for the steady defections from our numbers which have set in during the last few years, caused in almost all cases by the necessity of going to join the Law School at Lahore. Thus in May, 1894, we began our new year with over 90 students and end with 77, and the number would be smaller still had I not allowed several B. A. men to leave here for Lahore early in February, their names being sent up from St. Stephen's College. This is most undesirable, and unless this present rush to the Law School slacks off, or we meet the difficulty by establishing a Law Class here (a solution which is being pressed upon me on all sides), I foresee very serious injury to our work ahead.

The M. A. Class has now definitely taken root. We have had 6 students since the class was started in 1893, and have this year a class of 5 to start with.

The average daily attendance was 70 as compared with 48 in 1889-90, and the average number on the rolls 77 as compared with 45 in that year.

The distribution of students as regards race and religion was as follows :—

	1894-95.	1889-90.
Hindús	67	33
Muhammadans	3	5
Christians	7	3
	77	41

The following is an analysis of the Hindús studying in the College :—

Banias	29
Kayasthas	16
Kshatriyas	8
Brahman	5
Jat	1
Other castes	8
	67

Expenditure.

3. The following table gives a comparative statement of the expenditure during the years 1894-95 and 1889-90 :—

From	1894-95.	1889-90.	Increase.	Decrease.
Provincial Revenues	*5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	5,641	2,745	2,896	...
Endowments and other sources ...	5,478	8,122	...	2,644
Total ...	17,719	17,467	252	...

* Grant towards purchase of Science apparatus.

Appendix C.

Report on the St. Stephen's College, Delhi.

The sum of Rs. 545-6-4 was spent on the College Library.

The number of students on half fees was 9.

The cost of educating a student has considerably decreased since 1890. It was Rs. 388 in that year, and Rs. 230 in 1894-95.

Scholarships.

4. The following table shows the number of scholarship-holders and the sources from whence their scholarships were defrayed:—

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	280	613	...	333
	District Funds	...	26	...	26
	Municipal Funds	120	72	48	...
	University Funds	295	306	...	11
	Other sources	*230	594	...	364
	Total ...	925	1,611	...	686
NUMBER OF HOLDERS OF	Government and University Open Scholarships ...	4	4	..	...
	Jubilee Scholarships	...	1	...	1
	Zamíndárí Scholarships ...	1	...	1	...
	Other Scholarships	1	4	...	3
	Total ...	6	9	...	3

* *Note by Director of Public Instruction.*—Five Mission stipends, amounting to Rs. 208, not shown here, but these have been included in the Statements of Scholarships in the General Report.

The diminution under both heads is due to the cause already referred to. Many of the abler men now prefer to go at once to Lahore with a view to entering the Law School sooner or later.

The number of students receiving Mission stipends was 5, and the amount spent on the stipends was Rs. 208.

Results of examinations.

5. The following table shows the results of the various examinations for which students were sent up:—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate, Punjab.	Candidates ...	23	15	8	...
	Passes ...	11	11	...	...
B. A., Punjab...	Candidates ...	9	11	...	2
	Passes ...	6	7	...	1
M. A., Punjab	Candidates ...	1	...	1	...
	Passes ...	1	...	1	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates ...	1894-95 ...		23	1	1	21	23	...	17	2	...	4
		1889-90 ...		15	2	7	6	15	...	15	3	...	10
		Increase ...		8	...	...	15	8	...	2	...	...	...
		Decrease ...		...	1	6	...	...	...	...	1	...	6
	Passes ..	1894-95 ...		21	1	1	15	13	...	15	2	...	4
		1889-90 ...		14	2	5	5	13	...	14	2	...	9
		Increase ...		7	...	...	10	...	...	1	...	...	...
		Decrease ...		...	1	4	...	...	...	...	...	...	5
B. A. EXAMINATION.	Candidates ...	1894-95 ...		9	...	3	1	5	...	1	2	...	5
		1889-90 ...		11	1	6	5	4	...	3	7	...	5
		Increase ...		...	...	...	...	1	...	...	...	...	...
		Decrease ...		2	1	3	4	...	...	2	5	...	...
	Passes ...	1894-95 ...		8	...	3	1	5	...	1	1	...	5
		1889-90 ...		7	1	4	5	3	...	3	7	...	3
		Increase ...		1	...	...	...	2	...	...	...	...	2
		Decrease ...		...	1	1	4	...	...	2	6	...	...
M. A. EXAMINATION.	Candidates ...	1894-95 ...		1	...	...	...	...	...	...	...	...	...
		1889-90 ...		...	...	...	...	...	...	...	...	...	...
		Increase ...		1	...	...	...	...	...	...	...	...	...
		Decrease ...		...	...	...	...	...	...	...	...	...	...
	Passes ...	1894-95 ...		1	...	...	...	...	...	...	...	...	...
		1889-90 ...		...	...	...	...	...	...	...	...	...	...
		Increase ...		1	...	...	...	...	...	...	...	...	...
		Decrease ...		...	...	...	...	...	...	...	...	...	...

Appendix C.

Report on the St. Stephen's College, Delhi.

The passes in the M. A. Class since it was open have been as follows:—

1893	1	sent up,	1 passed.
1894	4	„	2 „
1895	1	„	1 „
	6		4

All have taken up English as their subject.

As no Pass Lists of this year have been published so far in the Gazette or otherwise, I have no means of commenting on the relative success of our College as compared with that of other Colleges from the examination point of view. It is difficult to understand what advantage accrues to the public from publishing results of examinations months after they have taken place. It would be simpler either to arrange to print them at once or not at all.

The bifurcation of courses in the B. A. has taken place since 1890. Our numbers are not large enough to enable one to infer much as to what the general effect has been. There can be little doubt, however, that year by year Physical Science and Mathematics become more popular. The Oriental languages are falling into disfavour. In the present Fourth Year there is only one student, and he only took up Sanskrit to enable him to retain a scholarship. As a set-off against this, two B. A. students have just decided to take up Sanskrit for their M. A. The new Sanskrit Professor (a Bengálí M. A.) has been very successful so far, and his quiet enthusiasm is, I hope, tending to create a reaction in favour of the subject.

Physical training and games.

6. Gymnastics has been kept up, but is not very popular. Only about 12 students have learnt during the year. Delhi is not fortunate in her Gymnastic Instructors. A really efficient man would soon enlist recruits. Cricket has flourished under Mr. Wright's superintendence. He considers, however, that it cannot make real progress until we get a ground of our own. This is some hope that his efforts to secure this will be successful; and, if so, there will be doubtless more to tell of in the next report.

Boarding Houses.

7. We have had very few students in the Non-Christian Hostel. This is chiefly owing to the rush to the Law School referred to above, which seems specially to have effected country youths. There were eight last year. At present there are only two.

The number in the Christian Hostel in our own compound has increased from three to seven. The conduct of the students in both has been excellent.

Conduct of students.

8. The conduct of the students in general has been excellent. No cases requiring discipline occurred in the College. In the Club, however, the Captain of the Cricket Eleven had to be expelled for grave misconduct.

Moral instruction.

9. The usual religious instruction has been given during the year, and is listened to, I think, with increased attention.

Library and Club.

10. The number of books taken out during the year was 934. This shows a considerable increase. The number in 1890 was 465. A student has been appointed Sub-Librarian, and this has enabled the students to take out books more regularly than before.

The Club has languished rather during the year. Debates and discussions have been held regularly; but the interest displayed has not been so great as in past years. I hope this is only a passing phase. It is certainly due in part to the growth of outside clubs and associations, and so far as this is the case, there is no reason to be disappointed.

General remarks.

The opening of the new College buildings has occurred since 1890. It is a cause of great thankfulness that the debt on the building has been almost entirely paid off. The Students' Clock is also almost paid for; only Rs. 50 out of Rs. 1,500 now remaining. There can be no need to dwell on the enormous advantages we derive in every way from the change to the new buildings. The wonder is now how we ever managed to get on in the old ones.

Mr. Mackworth Young, C. S. I., presided this year at the Prize Distribution which took place in February. We were much indebted to him for his kindness in coming all the way from Lahore to perform the function.

Appendix D.

Forman Christian College, Lahore.

APPENDIX D.

REPORT BY THE PRINCIPAL ON THE FORMAN CHRISTIAN COLLEGE, LAHORE, FOR THE YEAR 1894-95.

Attendance.

Our attendance during the year has been less than in 1893. Just at the time when the new classes were being formed in May 1894, a serious commotion was created in the community by rumours regarding the attitude of certain students toward the Christian religion. A few members of the Fourth and Second Year Classes withdrew, and many young men who were on the point of joining one or the other of the Colleges in the Third and First Year Classes were effectually deterred from coming to us. In spite, however, of this and other adverse influences, our attendance has been good, larger in fact than in any year of our history except last year.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March 1895, as compared with those of the corresponding period in 1889-90:—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class...	First Year ...	42	46	...	
	Second Year	70	64	6	...
B. A. Class ...	Third Year ...	37	16	21	...
	Fourth Year ..	44	10	34	...
	Total ...	193	136	57	...

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES.

	1894-95.	1889-90.	Increase.	Decrease.
Provincial Revenues	3,600	3,600	...	...
Fees	10,679	5,227	5,452	...
Subscriptions	11,230	12,093	...	863
Total ..	25,509	20,920	4,589	...

Scholarships.

The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed:—

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,047	3,494	...	447
	District Funds	274	...	274	...
	Municipal Funds	552	748	...	196
	University Funds	735	808	...	73
	Other sources	354	338	16	...
	Total ...	4,962	5,388	...	426
Number of holders of.	Government and University Open Scholarships.	19	23	...	4
	Jubilee Scholarships ...	6	11	...	5
	Zamíndárí Scholarships ...	2	...	2	...
	Other Scholarships ...	11	10		...
	Total ...	38	44	...	6

Examination Results.

These have been good. In the B. A. Examination 26 candidates passed out of 43 who appeared.

In the Intermediate, 70 went up, of whom 49 passed. I have made a careful comparison of these results with those of our own House Examinations, and have been struck with the fact that those who did well in the College as a rule did well in the University Examinations. There were certain unfortunate exceptions to this, and yet it may fairly be said that upon the whole the University result has attested our own estimate of our pupils.

The Aitchison-Rám Rattan Scholarship in the B. A. has again been taken by a student of this College.

The following table shows the results of the examinations held in 1895 as compared with those of the corresponding period in 1889-90:—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate ...	Candidates ...	70	62	8	
	Passes ...	49	48	1	
B. A. ...	Cndidates ...	43	10	33	
	Passes ...	26	4	22	

Appendix D
Forman Christian College Lahore.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany.	Physics and Chemistry.	
F. A. and Intermediate Examinations.	Candidates	1894-95	...	70	10	6	55	70	..	41	3	...	24	
		1889-90	...	62	9	7	55	62	...	62	6	...	28	
		Increase	...	8	1	...	...	8	...	...	...	...	...	
		Decrease	...	...	...	1	...	...	...	21	3	...	4	
	Passes	1894-95	...	60	10	6	45	51	..	37	3	...	24	
		1889-90	...	61	9	6	47	59	...	48	6	...	27	
		Increase	...	...	1	...	...	...	...	...	...	...	...	
		Decrease	...	1	...	...	2	8	...	11	3	...	3	
													Physics.	Chemistry.
B. A. Examination.	Candidates	1894-95	...	43	2	5	20	15	7	9	15	...	6	1
		1889-90	...	10	...	4	6	3	...	4	6	2	...	...
		Increase	...	33	2	1	14	12	7	5	9	...	6	1
		Decrease	...	...	...	...	...	...	...	...	...	2	...	...
	Passes	1894-95	...	30	...	5	13	14	6	7	15	...	3	1
		1889-90	...	5	...	...	6	1	...	...	6	2	...	...
		Increase	...	25	...	5	7	13	6	7	9	...	3	1
		Decrease	...	...	...	...	...	...	...	...	...	2	...	...

Boarding Houses.

These have been quite full throughout the year.

The number of students who have been provided with Boarding House accommodation was—Hindús 61, Muhammadans 34, Sikhs 8, Christians 19. These Boarding Houses are under the direct supervision of the Principal and Professors.

Physical Exercises.

Cricket, Tennis, and Football Clubs are in existence, and all students are compelled to engage in some form of physical exercise. Considerable lethargy in regard to such exercises has characterized some of our men. We hope that the establishment of the Annual University Tournament may incite the young men to increase activity.

Deportment.

Generally speaking, our students have conducted themselves well. A few were impertinent and a few seemed to lose sight of all sense of propriety at the time of the "panic" in May, 1894. These went away, and in doing so made us glad. For persistent idleness and absence two members of the Second Year Class were expelled in the month of November.

The Bible is taught in every class each day, and frequent lectures upon religious and moral subjects have been delivered by the Professors and others.

The Temperance Society, which has existed for more than six years in connexion with the College, bears upon the list of its members the names of almost all the students, although membership and the signing of the Temperance pledge is left entirely to the option of each individual.

Literary Societies.

The Literary Societies have continued to supply what we regard as a distinct want, *viz.*, a field for the practice of English reading and speaking. A number of contests have been held with the manifest effect of inciting many to greater effort in the cultivation of the art of public speech.

Library.

An addition of books to the value of about Rs. 250 has been made to the Library. More men than ever before have availed themselves of the privilege of borrowing books for perusal.

We have made substantial additions to our stock of Physical Science apparatus, having expended more than Rs. 2,000 during the year.

The Government felt compelled to decline to give us any grant towards this. As the Physical Science Department is of such importance, and can only be efficiently conducted when supplied with apparatus for illustration, I feel justified in expressing, even in this formal report, our earnest hope that the Government may not feel constrained to leave us unaided in this important particular.

The liberality of Miss Kennedy, of New York, who provided the funds for the erection of the Christian Boarding House, has now made it possible for us to arrange for the building of much needed additional class rooms and accommodation for more Christian students.

Appendix E.

Report on the Daya Nand Anglo-Vedic College.

APPENDIX E.

REPORT BY THE PRINCIPAL ON THE DAYA NAND ANGLO-VEDIC COLLEGE, LAHORE, FOR THE YEAR 1894-95.

Staff.

The staff of the College on 31st March, 1895, was as follows:—

(1). Lála Hans Ráj, B.A., Honorary Principal and Professor of History and Political Economy;
(2). Bábú Hrishikesh Chakarvartí, M.A., Senior Professor of English;
(3). Bábú Sarat Chandra Bhattacharya, M.A., Junior Professor of English;
(4). Lála Súraj Bhán, B.A., Senior Professor of Mathematics;
(5). Lála Jagan Náth, B.A., Professor of Science;
(6). Lála Sada Nand, B.A., Professor of Logic and Philosophy;
(7). Lála Deví Diyál, B.A., Junior Professor of Mathematics;
(8). Pandit Chandra Kishor Niyairatana, Senior Professor of Sanskrit;
(9). Pandit Rája Rám, Assistant Professor of Sanskrit;
(10). Lála Deví Dás, M.A., Additional Professor of Sanskrit;
(11). Pandit Paira Lál, Professor of Persian.

Bábú H. K. Chakarvartí, M.A., was engaged as Senior Professor of English on 11th October, 1894, in place of Bábú Sarat Chandra, M.A., and the post of a Junior Professor of English having been created early in 1894, Bábú S. C. Bhattacharya, M.A., was chosen by the Managing Committee to fill the place. Lála Deví Das, M.A., was engaged as Additional Professor of Sanskrit on 22nd June, 1894, and Pandit Rája Rám was taken into the College Department in June, 1894.

Number and distribution of scholars on 31st March, 1895.

2. The following table shows the number and distribution of students on 31st March, 1895, and compares this year's figures with those of 1889-90:—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class	First Year ...	110	23	87	...
	Second Year ...	130	15	115	...
B. A. Class ...	Third Year ...	37	...	37	...
	Fourth Year ...	26	...	26	...
Total ...		303	38	265	...

The foregoing table shows an excess of 87 students in the First Year Class, of 115 students in the Second Year, of 37 in the Third Year Class over the figures in the corresponding period in 1889-90. The Fourth Year Class was formed in May 1894. (The M. A. Class, in Sanskrit, has recently been opened. At present there is only one student in it).

The average number of students on the rolls during 1894-95 was 268, and the average daily attendance was 225. The distribution of students as regards race and religion is as follows:—

Hindús	281
Sikhs	19
Muhammadans	3

Direct expenditure.

3. The total direct expenditure during the year under report was Rs. 13,280-14-0, against Rs. 4,468-12-3 in 1889-90. The amount is made up of the following items:—

From	1894-95.	1889-90.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Fees	7,629 2 6	853 14 6	6,775 4 0	...
Subscriptions	500 0 0	1,000 0 0	...	500 0 0
Endowments and other sources ..	5,151 11 6	2,614 13 9	2,536 13 9	...
Total ...	13,280 14 0	4,468 12 3	8,812 1 9	...

Appendix E.

Report on the Daya Nand Anglo-Vedic College.

In the year under report there has been an increase of fees to the extent of Rs. 6,775-4-0 over those in 1889-90.

The direct expenditure also includes Rs. 2,460 counted as rent of the building occupied by the College.

Indirect expenditure.

4. The total indirect expenditure during the year was Rs. 6,844-15-7. The amount is made up of the following items:—

	Rs.	a.	p.
Scholarships	1,230	2	5
Apparatus	2,000	0	0
Furniture	816	11	3
Boarding House expenses	2,798	1	11

Results of Examinations.

5. The following table gives the results of the various examinations held in 1894-95 as compared with 1889-90 :—

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	130	15	115	...
	Passes ...	79	11	68	...
B. A., Punjab ...	Candidates ...	26	...	26	...
	Passes ...	10	...	10	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1894-95 ...	130	...	22	108	130	...	58	12	...	60
		1889-90 ...	15	1	3	13	15	...	5	2	...	5
		Increase ...	115	...	19	95	115	...	...	...	...	...
		Decrease ...	...	1	...	...	...	...	...	...	...	...
	Passes ...	1894-95 ...	90	...	21	93	100	...	50	9	...	54
		1889-90 ...	11	1	...	11	11	...	10	...	...	2
		Increase ...	79	...	21	82	89	...	40	9	...	52
		Decrease ...	...	1	...	...	...	...	...	...	...	...
B. A. Examination.	Candidates ...	1894-95 ...	26	...	2	10	14	3	7	15	1	...
		1889-90 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	26	...	2	10	14	3	7	15	1	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1894-95 ...	11	...	2	6	10	2	7	12	...	...
		1889-90 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	11	...	2	6	10	2	7	12	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

One hundred and thirty students were sent up for the last Intermediate Examination in Arts of the Punjab University by the Daya Nand Anglo-Vedic College, and of these 79 have been successful, against 11 out of 15 five years ago. This year also the Daya Nand Anglo-Vedic College passes the largest number of students in the F. A. Examination. For the B. A. Examination we sent up 26 students, and 10 have come off successful.

Scholarships.

6. The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed :—

		1894-95.	1889-90.	Increase.	Decrease.
Expenditure.		Rs. a. p.		Rs. a. p.	
	District Funds	171 4 0	...	171 4 0	...
	Municipal Funds	248 14 5	...	248 14 5	...
	University Funds	630 0 0	...	630 0 0	...
	Other sources	180 0 0	...	180 0 0	...
	Total ...	1,230 2 5	...	1,230 2 5	...
Numbers of holders of		Nos.		Nos.	
	Government and University Open Scholarships	5	...	5	...
	Other Scholarships	9	...	9	...
	Total ...	14	...	14	...

Appendix E.

Report on the Daya Nand Anglo-Vedic College.

The following scholarships were current during the year:—

(1).	District Board, Shâhpur, Scholarship	one	Rs.	10
(2).	Municipal Committee, Lahore, Scholarship ...	„	„	6
(3).	„ „ Ludhiâna, „ ...	„	„	6
(4).	„ „ Ferozepore, „ ...	two	„	8 each.
(5).	District Board, Gurdâspur, „ ...	two	„	8 „
(6).	The Daya Nand Anglo-Vedic College Managing Committee Scholarships	two	„	10 „
(7).	Prince Albert Victor-Patiâla Scholarships ...	three	„	(Two of Rs. 10 each and one of Rs. 12).
(8).	Punjab University , ...	one	„	Rs. 16.
(9).	Aitchison-Râm-Rattan , ...	„	„	„ 16.

Physical training and games; the College Debating Club.

7. The students of the Daya Nand Anglo-Vedic College have not been worse off than those of other local Colleges during the year as regards physical exercise, for the bulk of the Daya Nand Anglo-Vedic College students—over 180 out of 303—live in the Boarding House, which comprises three large and commodious buildings possessing extensive compounds, and is furnished with gymnastic apparatus. These apparatus have been extensively utilised during the year, and football and lawn-tennis matches, *kawaddi*, and other Indian games have been almost daily played by the residents as well as by outsiders. The students also have had frequent "tug of war." To meet the various expenses in connection with the physical exercise, the Managing Committee has passed a resolution calling upon every student, boarder or otherwise, to pay two annas per month. The special interest taken by the College students in physical exercise during the year under report was due to the praiseworthy efforts of Lâla Lâjpat Râi, Pleader, Vice-President of the Managing Committee.

There exists, in connection with the College, a Debating Club called the Daya Nand Anglo-Vedic College Students' Association. It held frequent meetings during the year, and various subjects, religious, moral, social, &c., were discussed. Every student is supposed to be a member of the Students' Association.

Library and Reading Room.

8. There is a Library and a Reading Room attached to the College. They are both under the charge of a separate Clerk. The Reading Room enjoys a regular supply of some of the best papers, both Indian and English, and finds a most useful employment for the students during their vacant periods. The Reading Room has been very helpful in developing in students a taste for reading, and the Library, too, has been made an extensive use of by them during the past year. Every College student contributes 2 annas a month towards the Reading Room Fund, and the money thus realised is supplemented by an allowance of Rs. 10 per mensem by the Committee.

Progress in Classical Sanskrit.

9. One of the specialities of the College is, that it pays particular attention to Sanskrit. Over and above the University courses, the Niyai Darshan and Ashtadhyai are being taught to the Intermediate Classes, and the Yoga, Sankhya, and Vaisheshak Darshanas to the B. A. Classes. Besides, full twelve periods a week are devoted to Veda Páth in the College Department, which means that expositions of Veda Mantras in the form of lectures are given to each College class three periods in the week.

The Boarding House.

10. There were 186 students in the College Boarding House on 31st March, 1895, against 116 on the same date in the previous year. The increase of 70 students testifies to the popularity of the institution, and to the efficient and satisfactory manner in which it is managed. The boarders enjoy all the comforts which they can reasonably expect from the Committee, which is far from rich. As has been mentioned above, the Boarding House is located in three buildings near the old Chief Court.

It may be mentioned, in this connection, that the Boarding House lately came to possess a small Library of its own.

Conduct.

11. The conduct of the students during the year was satisfactory.

APPENDIX F.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

At the commencement of the period under review there were two minor Colleges in this Circle teaching up to the First Arts Examination; these were the Municipal Board College, Amritsar, and the Daya Nand Anglo-Vedic College, Lahore. Of these two, the latter has recently been raised to the position of a major College teaching up to the B. A., and the Principal now submits his report direct to the Department. But there are still two minor Colleges in the Circle, as the Islámiya College, Lahore, has come into existence during the last five years.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class ...	First Year ...	35	6	29	...
	Second Year	27	11	16	...
	Total ...	62	17	45	...

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES.

From	1894-95.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	2,493	4,089	...	1,596
Fees	2,419	670	1,749	...
Subscriptions	1,641	...	1,641	...
Total ...	6,553	4,759	1,794	...

STATEMENT OF SCHOLARSHIPS.

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	424	221	203	...
	Municipal Funds	549	...	549	...
	Other sources	228	...	228	...
	Total ...	1,201	221	980	...
Number of holders of	Government and University Open Scholarships	3	1	2	...
	Jubilee Scholarships	1	1	...	...
	Other Scholarships	13	...	13	...
	Total ...	17	2	15	...

RESULTS OF EXAMINATIONS.

		1894-95.	1889-90.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	27	9	18	...
	Passes ...	15	5	10	...

Appendix F.

Report on the Lahore Circle.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. AND INTERMEDIATE EXAMINATIONS.	Candidates	1894-95	...	27	6	...	24	27	...	23	1	...	...
		1889-90	...	9	1	1	8	9	...	7	4	...	...
		Increase	...	18	5	...	16	18	...	16	...	...	...
		Decrease	...	...	...	1	...	...	...	...	3	...	...
	Passes	1894-95	...	19	4	...	20	23	...	20	...	...	...
		1889-90	...	5	1	...	5	5	...	4	1	...	...
		Increase	...	14	3	...	15	18	...	16	...	...	...
		Decrease	...	...	...	...	...	...	...	...	1	...	...

An examination and a comparison of the general collegiate statistics of the institutions within this Circle would not serve any useful purpose since it could be at best but a fragment of the general College returns, and so I omit it and proceed to give a slight sketch of the Municipal Board College, Amritsar, and the Islámiya College, Lahore. The figures given in the general statement of minor Colleges of the Circle in the two years 1889-90 and 1894-95 are, in the first case, those of the Municipal Board College, Amritsar, and, in the second, of the Islámiya College, Lahore, and Municipal Board College, Amritsar.

MUNICIPAL BOARD COLLEGE, AMRITSAR.

The number are as follows:—

In the First Year Class —

	Students.
1889-90	6
1894-95	15

In the Second Year Class —

1889-90	11
1894-95	15

Expenditure.

an increase of 9 in the First Year and 4 in the Second Year.

The College is entirely a Municipal Institution, and is kept up by funds supplied by the Municipality. The amount expended from Municipal Funds in keeping up the establishment in the year 1889-90 was Rs. 4,089-6-0; the expense incurred under the same head this year came to only Rs. 2,493-2-9, being a decrease in expenditure as compared with five years ago of Rs. 1,596-3-3. This is in every way a satisfactory result, and is caused by the increase of numbers and fees which rose from Rs. 1,670 to Rs. 1,954.

Fees.

In 1889-90 the fees charged in the Second Year Class were at the rate of Rs. 4-8-0 per student, and in the First Year Rs. 5-4-0. The reason of this was that students paid the same fee during their course; there being an increase in the fees charged according to the Code. The First Year, or those beginning their course, paid at the enhanced rate. The College, under a special ruling, charged the fees levied in Aided Institutions; and in the year 1894-95, for part of the year, this concession was allowed; but for the last six months the College students had to pay the same fee as that charged in the Government College, so that a fee of Rs. 8 was taken. In the College the fees are charged by the session, though usually collected monthly, and are charged for 10 months; August and September being the vacation, no fee is charged. In 1889-90 the total fees collected came to Rs. 670-4-0, in 1894-95 to Rs. 1,954, showing an increase of Rs. 1,283-12-0. Amalgamating the expenditure by the Municipality and the fees, we find in 1889-90 a total Rs. 4,759-10-0; in 1894-95 Rs. 4,447-2-9. There is, therefore, a decrease in expenditure of Rs. 1,596-3-3 and an increase in fees of Rs. 1,283-12-0. Thus the actual money spent by the Municipality in keeping up the College in 1889-90 came to Rs. 4,089-6-0, or a monthly expenditure of Rs. 340-2-6. In 1894-95 the actual additional money spent by the Municipality in keeping up the College Classes came to Rs. 2,493-2-9.

Scholarships.

The number of scholarships held by the students in the two classes in 1889-90 were two only—one a Government Scholarship of Rs. 12 per month, and one a Jubilee Scholarship of Rs. 10. The total received during the year for Scholarships amounted to Rs. 264; this amount being paid from Provincial sources.

Appendix F.

Report on the Lahore Circle.

In the year under report, 1894-95, the number of scholarships held by College students was 7. Three students received Government Scholarships of Rs. 12 each for holding good places in the Entrance Examination, and from the Municipality 4 scholarships were held, each of these scholarships being of the value of Rs. 10 per month, and being a Close Scholarship.

The total amount received in the way of scholarships during the year amounted to—

	Rs.	a.	p.
Provincial sources	336	0	0
Municipal Funds	493	8	9

The Municipal Scholarships are *bonâ fide* Close Scholarships given to boys of the Amritsar District, but tenable in any Government, Board, Aided, or Unaided College approved by Government in the Province.

Science.

Up to the present, Science has not been taught in the College, as the necessary apparatus had not been provided. On the Inspector's letter requiring the students to pay full fees as charged in the Government College, Mr. Carne considered they ought to have the same advantage as that institution, in that they might be taught in *all* the subjects. He, therefore, addressed the Municipality, and they accorded a grant to enable him to buy the required apparatus.

Part of this is now in the College, for which Rs. 170-1-6 have been paid; the rest had to be obtained partly from England and partly had to be made in Lahore. The College will, I hope, be in full working order in regard to the Science course in a very short time.

Already two students of the First Year Class have taken up the subject, and are making fair progress. The whole cost of apparatus will come to about Rs. 400.

Examinations.

In the year 1889-90, 9 candidates appeared for the Intermediate Examination, of whom 5 were successful.

For the F. A. or Intermediate Examination this year 15 candidates were sent up, and 11 have finally passed.

From the results of examinations in each subject it appears that the more popular optional subject is Philosophy.

In 1890, 4 students took up History out of 9 in the class, and one passed. In the year 1894-95 none took up History.

The only reason that can be given is the length of the course of History and the selections of text-books involving so wide a range in this subject. In the year 1894-95 the course included Sanderson's History of the World, Smith's Smaller History of Greece, Creighton's Rome.

This is a great deal, as it is almost an entirely new subject to the scholars.

Physical training.

In 1889-90 there were only 17 students altogether, so that it was difficult to choose anything like a good Eleven to play cricket. They, however, did play, but their favourite amusement was lawn-tennis, and in this some proved very efficient players.

In the year under report I am quite satisfied with the students so far as physical exercises are concerned. They have shown great zeal in lawn-tennis, football, and cricket. There was again a tennis tournament this year, doubles and singles, and the play in the finals was very good. A football match too was played as part of the annual sports, the First Year *versus* the Second Year. In this the Second Year were successful. They now understand the rules of the game, and there is less infringement of the rule of "*hands*." In cricket they had matches among themselves with the High Department and the Eleven. It is naturally difficult to pick a strong team out of 31 boys; but, on the whole, they acquitted themselves well; the school team being this year particularly strong.

There is a nice ground for tennis at the back of the Upper Primary School building, and the game is very popular with both students and masters.

Boarders.

In 1889-90, 2 students were in the Boarding House. This year the Boarding House has lately been removed to a nice large building, which, with a few alterations, will hold many more boys than the house just vacated. This year there were 3 boarders from the College students, all of them in the Second Year Class. All three have passed the F. A. Examination. The Boarding House is for the school boys; but the Principal has always so far been able to accommodate students of the College classes, and they are useful in acting as Monitors and assisting the Superintendent. I am in doubt as to the wisdom of mixing School and College boys.

Conduct.

In the report in 1889-90 I find "the conduct of the students in the year under report was very good, their attendance at College being very regular, 14 out of 17 being the average. This is satisfactory."

Appendix F.

Report on the Lahore Circle.

The Principal says that he has every reason to be satisfied with the conduct of he students during this year. They have been attentive to their work, obedient to their teachers, and regular in their attendance.

Progress.

In 1889-90 the Principal reported satisfactorily on this point. This year he states that the College work has been good, progress in all subjects fair, and that, on the whole, he can report most satisfactorily on this point.

Conclusion.

The staff has worked well throughout the year.

ISLAMIYA COLLEGE, LAHORE.

Staff.

The staff of the College has undergone a good many changes in the past year. On the 31st January it was constituted as follows:—

Chaudhrí Nabí Bakhsh, B. A., Principal and Professor of English;

Chaudhrí Shaháb-ud-dín, B. A., Professor of Mathematics;

Mír 'Abdul Wáhid, B. A., Professor of Philosophy;

Maulaví Fázil Munshí Fázil Asghar 'Ali, M. O. L., Professor of Persian;

Maulaví Fázil Zain-ul-'Abdín, Professor of Arabic.

Háfiz Ghulám Sarwar, M. A., Professor of History.

Changes in the staff.

In April, 1894, Chaudhrí Shaháb-ud-dín, B. A., resigned, and was succeeded by Háfiz Ghulám Sarwar, M. A; the latter winning the Gilchrist Scholarship, also left the College. He was in time succeeded by Maulaví Muhammad 'Alí, B. A., as Professor of Mathematics.

The Principal, under medical advice, took two months' leave, for the first time, during a period of five years' service, to recruit his health. But during this time he managed to combine business with pleasure. He visited various parts of the Province, and endeavoured to make the aims and objects of the Anjuman known to the people, and succeeded in enlisting their sympathies in behalf of the Anjuman.

He expects that, as time goes on, his labour in this direction will prove beneficial to the Society he serves. During his absence on leave, his place as Professor of English was taken by Shaikh Hámid Snow, who, on October 29th, was compelled by ill-health to sever his connection with the College.

Number of students.

The following table gives the number of students in the College on the 31st March, 1895, and compares the figures with those of the previous year:—

COLLEGE DEPARTMENT.

31st March, 1895.	31st March, 1894.	Increase.	Decrease.
31	17	14	...

The above statement shows an increase of 14 over the corresponding figures of the last year, which is a proof of the growing popularity of the College.

The average number on the rolls monthly during the year was 25, and the average daily attendance 20; the corresponding figures for last year being 17 and 15, respectively.

Expenditure and fees.

The following statement shows the expenditure incurred and the income derived from fees for 1894-95, as compared with those for the year 1893-94:—

Years.	1894-95.	1893-94.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Expenditure	2,105 14 0	1,801 15 9	303 14 3	....
Fees	465 0 0	330 0 0	135 0 0	...

The increase in expenditure is due to the employment of additional staff necessitated by the unexpected increase in the number of scholars in the College as well as School; but a corresponding increase has taken place in the amount of tuition fees levied from the students admitted during the year under report.

Weekly preaching, mid-day prayers, and religious instruction.

An hour is devoted every Sunday to preaching, which is taken by Maulavís well up in the principles and doctrines of the Moslem faith. Now and then students volunteer as preachers and deliver lectures on Islám.

The teachers and students say their mid-day prayers at 1 P.M., in winter, and religious instruction is compulsory for the Musalmán students.

Appendix F.

Report on the Lahore Circle.

Scholarships.

Scholarships of various descriptions (such as Municipal Board, Anjuman-i-Islámiya, Punjab, Lahore, and Anjuman-i-Himáyat Islám) are tenable in the College. There are at present 1 Jubilee scholarship-holder, 1 Municipal Board scholarship-holder, 2 Anjuman-i-Islámiya Punjab, Lahore, scholarship-holders, and 6 Anjuman-i-Himáyat Islám, Lahore, scholarship-holders.

The following table shows the expenditure on Scholarships for 1894-95 and 1893-94 :—

	1894-95.	1893-94.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Expenditure	372 2 3	123 15 0	248 3 3	...
	No.	No.	No.	
Number of scholarship-holders ...	10	4	6	...

In addition to the grant of scholarships, the Anjuman-i-Himáyat Islám has taken upon itself the task of providing indigent students with free education, including books. The expenditure under this head incurred in 1894-95 and 1893-94 was Rs. 309-6-0 and Rs. 181, respectively.

Results of examinations.

Seven students for the first time appeared at the Intermediate Examination of the Punjab University held in 1893-94. Of these, 3 were successful. The number of students who have appeared at the last Intermediate Examination of the University (held in March 1895) is 12, of which 4 were successful.

College Club, physical training, and games.

The College Club did a good deal of useful work during the year under report. Many religious, social, and moral subjects were taken up and discussed by the students. Lectures were in some cases delivered by the Principal and other members of the staff.

As regards physical exercise, the students played cricket and football in the winter.

Library.

There is no Library attached to this institution, and this is much to be regretted.

Conduct of the students.

The conduct of the students in the College has throughout the year been satisfactory, and there has been no occasion for serious complaints.

Boarding House.

There is a Boarding House attached to the College. There are two kinds of boarders—

(1). Those whose parents and friends provide for them ;

(2). Orphans, supported by the Anjuman-i-Himáyat Islám, Lahore.

At the close of the year the total number of the boarders was 10, one of whom was an orphan. The fees realised went to maintain the Boarding House establishment.

Inspection.

Many leading and learned Muhammadans visited the College and the Boarding House during the year under report, and recorded their opinions which show that they were pleased with the general management of the institution.

NOTE.—This College was not open five years ago, so I am unable to make a quinquennial comparison. To show the progress the College is making, however, I have compared the figures of this year with those of last.

Appendix G.

Report on the Rawalpindi Circle.

APPENDIX G.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

Since 1889-90 the number of Colleges has increased by 1, owing to the establishment of a new College at Ráwalpindi under the auspices of the American Mission. The older College continues at Siálkot. Both Colleges teach up to the Intermediate Standard only.

	1894-95.	1889-90.	Increase.	Decrease.
Intermediate Class ... First Year...	17	11	6	...
Intermediate Class ... Second Year	22	...	22	...
Total ...	39	11	28	...

The number of scholars has risen by 28, and is thus distributed over the two Colleges:—

Ráwalpindi College ... ... First Year, 4; Second Year, 11.
Siálkot College ... ... First Year, 13; Second Year, 11.

The Ráwalpindi College has not yet been recognized by the Department, but the University has recognized it.*

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1894-95.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	150	...	150	...
Municipal Funds	150	100	50	...
Fees	1,616	220	1,396	...
Subscriptions	...	40	...	40
Endowments and other sources ...	6,586	6,789	...	203
Total ...	8,502	7,149	1,353	...

EXPENDITURE.

The expenditure on the two Colleges amounted to Rs. 8,502, of which Rs. 1,616 were contributed from the fees. The outlay from District and Municipal Funds was small, and was due entirely to the Siálkot College, the Ráwalpindi College receiving no aid from the Public Funds. It is remarkable that the expenditure from "Endowments and Subscriptions" on the two Colleges in the past year was less by Rs. 243 than on the single College in 1889-90. Of the total expenditure, Rs. 3,702 are due to the Ráwalpindi College, and the rest to that at Siálkot.

FEES.

The amount realized in fees was, as already stated, Rs. 1,616, against only Rs. 220 five years ago. But it is less than the income from this source in 1892-93, when Rs. 1,983 were realized. The decline affects both Colleges, and is due, in the Ráwalpindi College, to a reduction of the fee rates, which are now Rs. 3 in the First Year and Rs. 4 in the Second Year Class.

In the Siálkot College, the decline appears to be due to great unpunctuality in payment on the part of some boys, in consequence of which the whole amount due for the year does not appear to have been realized by its close.

* Since writing the above, the College has been recognized by the Department.

Of the total collected in both Colleges, Rs. 496 are due to the Ráwalpindi College; Rs. 1,120 to that at Siálkot.

STATEMENT OF SCHOLARSHIPS.

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	566	120	446	...
	University Funds	109	...	109	...
	Other sources	60	...	60	...
	Total ...	735	120	615	...
Number of holders of	Government and University Open Scholarships.	4	1	3	...
	Jubilee Scholarships	1	...	1	...
	Other Scholarships	1	...	1	...
	Total ...	6	1	5	...

The expenditure on Scholarships shown in the above statement is due entirely to the Siálkot College. The Ráwalpindi College not having yet been recognized by Government, no scholarship payable from the Public Funds is tenable in it.

The number of scholarship-holders in the Sáilkot College was 6, of whom 4 held Open, 1 a Jubilee, and 1 another Scholarship.

RESULTS OF EXAMINATIONS.

		1894-95.	1889-90.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	22	...	22	...
	Passes ..	13	...	13	...

The Ráwalpindi College sent up 11 candidates to the recent Intermediate Examination, of whom 8 passed—a good result. The Siálkot College did not do equally well in this test, passing only 5 out of 11.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1894-95 ...	22	5	...	18	22	...	20	...	...	1
		1889-90 ...	...	...	...	...	...	...	...	...	...	...
		Increase ...	22	5	...	18	22	...	20	...	...	1
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1894-95 ...	17	4	...	14	16	...	17	...	...	1
		1889-90 ..	...	...	...	...	...	...	...	...	...	...
		Increase ..	17	4	...	14	16	...	17	...	...	1
		Decrease ...	...	...	...	...	...	...	...	...	...	...

PHYSICAL TRAINING.

In the Ráwalpindi College there was some lack of interest in physical exercises during the past year; but the Principal hopes to be able to make them more attractive next year. As regards the Siálkot College, the present Principal has not encouraged such games as football and cricket, because he says "he does not believe that, as at present played, they are conducive to physical or intellectual development." He thinks that a new system of play is necessary. Drill and gymnastics, too, have not been taken advantage of to any extent in this College. The Principal has, however, recommended walking in the country air to his pupils.

Appendix G.

Report on the Rawalpindi Circle.

BOARDING HOUSES.

In both Colleges students who need boarding accommodation find it in the Boarding Houses maintained in connection with the attached High Schools. The need for a separate Boarding House is not felt in any College yet.

CONDUCT OF STUDENTS.

Both Principals speak highly of the conduct of their pupils. Mr. Morrison, of Ráwalpindi, says—"There never has been any occasion to find fault with the conduct of the students." Mr. Waugh, of the Siálkot College, remarks—"The conduct of the students has been satisfactory." But in the latter College, the unpunctuality in the payment of fees by some boys, of which the Principal has complained, and to which reference has been made above, is a sign that the discipline, at any rate, needs improving.

Moral instruction is imparted in both Colleges through the daily Bible lesson. But, in addition to this, in the Ráwalpindi College, there are weekly evening lecture on moral subjects.

GENERAL PROGRESS.

The general progress of both Colleges has been satisfactory. There is a Literary Society in connection with each College, at which lectures are given by the Principal and others, and at which essays are read and debates held by the teachers and students. The Library continues to be made good use of by the students in both Colleges. The Reading Room in the Ráwalpindi College is well attended, the large number of Periodicals—monthly, weekly, and daily—which are subscribed for—being a great attraction.

APPENDIX H.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1894-95.

The actual expenditure on the Oriental College during the year 1894-95 has been as follows:—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies	22,348	6	4	4,680	0	0	27,028	6	4
Scholarships, &c.	5,474	5	5	630	2	6	6,104	7	11
Total ...	27,822	11	9	5,310	2	6	33,132	14	3

showing an increase of Rs. 1,506-1-5 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	489	15	0
In the School Department	24	15	0
TOTAL ...	514	14	0

Miscellaneous Receipts, &c.

Savings from Stipends, &c.	54	10	8
GRAND TOTAL ...	569	8	8

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1895.

COLLEGE DEPARTMENT.

Reading for Degrees—

For the M. O. L. Degree in Arabic	3
Do. M. A. Degree in Sanskrit	2
Do. B. O. L. Degree	5
Total ...	10

Reading for the Intermediate Examination—

For the Intermediate Examination (in Urdú)	7
Total ...	7

Reading for the Oriental Titles Examinations—

For the Shástrí or Honors in Sanskrit	5
Do. Vishárada or High Proficiency in Sanskrit ...	14
Do. Maulaví Fázil or Honors in Arabic	11
Do. Maulaví 'Alim or High Proficiency in Arabic ...	7
Do. Munshí Fázil or Honors in Persian	7
Do. Munshí 'Alim or High Proficiency in Persian ...	7
Do. High Proficiency and Honors in Gurmukhí ...	5
Total ...	56
The total number of students in College Department ...	73

Appendix H.

Report on the Oriental College, Lahore.

SCHOOL DEPARTMENT.

Reading for the Entrance Examination—

For the Entrance Examination in Urdú	7
Ditto ditto ditto in Hindí	1
Total ...	8

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit	23
Ditto Arabic	7
Ditto Persian	7
Ditto Gurmukhí	6
Total ...	43
The total number of students in the School Department ...	51

The number of scholarship-holders and stipendiaries on 31st March, 1895, and the average expenditure per student, were as follow:—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government Scholarship-holders	7	10·2
University ditto	20	9·7
Endowed or Special* ditto	6	16
Stipendiaries	27	3·6
Receiving no Scholarship or Stipend ...	14	...
Total ...	74†	
School Department.		
University Scholarship-holders	4	5·6
Endowed or Special ditto	3	1·6
Stipendiaries	8	3·1
Receiving no Scholarship or Stipend ...	36	
Total ...	51	

The following table shows the number of students of each class who went up for the University Examinations in 1895, and of those who passed:—

CLASSES.		Number on the Roll on 31st March, 1896.	Went up for Examinations.	Number passed.	Percentage of passed students.	REMARKS.
1		2	3	4	5	6
ARTS ...	Entrance, 2nd year { Hindí ...	...	...	...	...	
	Entrance, 2nd year { Urdú ...	2	2	2	100	
	Intermediate, 2nd year ...	1	1	1	100	
	B. O. L., 2nd year ...	3	3	3	100	
	M. O. L., 2nd year ...	1	1	1	100	
	M. A., 2nd year ...	1	1	1	100	
SANSKRIT	Proficiency, 2nd year ...	13	12	8	66	
	High Proficiency, 2nd year ...	5	4	4	100	
	Honors, 2nd year ...	...	...	...	...	
ARABIC ...	Proficiency, 2nd year ...	3	3	2	66	
	High Proficiency, 2nd year ...	5	4	4	100	
	Honors, 2nd year ...	6	6	5	83	
PERSIAN ...	Proficiency, 2nd year ...	2	2	...	...	
	High Proficiency, 2nd year ...	3	3	3	100	
	Honors, 2nd year ...	2	2	2	100	
GURMUKHÍ	Proficiency, 2nd year ...	3	3	2	66	
	High Proficiency, 2nd year ...	3	3	2	66	
	Honors in Gurmukhí, 2nd year	1	...	...	...	
ENGLISH ...	Special Examination for Oriental Titles candidates ...	11	6	5	83	
TOTAL ...		65	56	45	80·4%	

* Includes the Báháwalpur Arabic Scholar who did not belong to any of the College Classes.
† *See* note above.

The following comparative statement shows numbers and pass percentages of candidates at Oriental Faculty Examinations generally and those of candidates from the Oriental College :—

Name of Examination.	Total number of candidates.	Number of candidates from Oriental College.	General pass percentage.	Pass percentage of Oriental College candidates.	Remarks.
Entrance (O. F.) ...	11	2	54	100	One Government and one University Scholarship gained by Oriental College student.
Intermediate (O. F.) ...	2	1	100	100	One Scholarship and Brandreth Prize gained by Oriental College student, who stood highest in order of merit.
B. O. L.	4	3	75	100	One Government and one University Scholarship gained by Oriental College student.
M. O. L.	1	1	100	100	Oriental College student earned two Gold Medals.
M. A.	32	1	37	100	Oriental College student earned two Gold Medals.
Prajna	79	12	31	66	One University Scholarship awarded to Oriental College student, who stood second in order of merit.
Vishárada	23	4	47	100	
Shâstrí	10	...	30	...	
Maulaví	16	3	43	66	University Scholarship awarded to two Oriental College students, who stood first and second in order of merit.
Maulaví 'Álim ...	5	4	100	100	University Scholarship awarded to Oriental College student, who stood first in order of merit.
Maulaví Fázil	12	6	66	83	First place in order of merit and Bahâwalpur Scholarship gained by Oriental College student.
Munshí	51	2	62	...	
Munshí 'Álim	16	3	81	100	University Scholarship awarded to Oriental College student.
Munshí Fázil	18	2	83	100	
Buddhímán	8	3	75	66	
Vidván	3	3	66	66	First place in order of merit gained by Oriental College student.
English Test	10	6	90	83	
Total ...	301	56	53·2%	80·4%	

The following table shows the number of students on the rolls on March 31st, 1895, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	1	4	11	13	29	
Arabic	...	3	5	5	13	
Persian	17	23	60	55	155	
Arabic and Persian	15	...	...	...	15	
Grand Total ...	33	30	76	73	212	

Appendix H.

Report on the Oriental College, Lahore.

The following table shows the number of students of the Government College, Lahore, taught by the Oriental College teachers, who took up Sanskrit, Arabic, or Persian at the B. A. and the Intermediate (Arts) Examinations, 1895, and of those who passed *in these languages*:—

Classes.	Number on the Class Roll on 31st March, 1895.	Went up for the Examinations.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1	2	3	4	5	6
Sanskrit ... B. A. ...	1	1	1	100	
Sanskrit ... Intermediate ...	11	11	11	100	
Arabic ... Intermediate ...	5	5	3	60	
Persian ... B. A. ...	17	22*	11	50	
Persian ... Intermediate ...	60	59	50	84	
Total ...	94	98	76	77·6	

* Five students of the Government College, in addition to those who had attended the lectures of the Class, took up the subject of Persian at the B. A. Examination.

During the school year 1894-95 the system of instruction in English, which had been introduced since 1888 into the classes reading for Oriental Titles, has been maintained on the lines indicated in connection with the reorganization of the Oriental College.

The number of students receiving instruction in English was on the 31st of March, 1895, as follows:—

	No. of students.
High School Class	6
Higher Middle Class	13
Lower Middle Class	6
III Primary Class	14
II Primary Class	13
I Primary Class	42
Total ...	94

Six students reading in the Oriental Titles Classes applied for, and received, dispensation from attendance at the hours of English instruction; among these, two were blind.

Six students, who had attended the Higher Middle Class during 1894-95, appeared in April, 1895, at the Special Examination in the English Language instituted under the Revised Regulations of 1892 for Oriental Language Examination candidates desirous of obtaining Diplomas of Oriental Titles.

Five of these candidates passed the prescribed test, and thus became entitled to the Diplomas corresponding to the Oriental Language Examinations which they had passed in 1895 or in the preceding year. The names of the successful students, together with the Diplomas earned by them on passing the Examination in English, are as follows:—

'Abdullah Sháh	Maulaví Diploma.
Muhammad Baqá	,, ,,
Muhammad Amín	Maulaví 'Alim ,,
Bansí Dhar	Visháarada ,,
Vishnu Datta	,, ,,

Three more students of the Higher Middle Class had been admitted as private candidates to the Anglo-Vernacular Middle School Examination of 1895, having privately prepared themselves in subjects other than English. Two of them succeeded in passing the Middle School Examination, and were, therefore, promoted to the High School Class without having been required to present themselves for the Special Examination in English. Four other students of the Higher Middle Class could not appear at the Examination in English, as they were reading for the Gurmukhí Examinations, for which that Additional Test has not yet been instituted.

Oriental College Library.

The Library of the Oriental College has received during the year under report considerable additions, the cost of new purchases, together with the charges for binding, amounting to a total of Rs. 483-12-0. The acquisition consisted chiefly of modern editions of classical Sanskrit, Arabic and Persian texts, prepared on critical lines, and of philological and linguistic works bearing on the study of the literatures taught by the College. The object kept in view in the case of these acquisitions was, as in previous years, to provide the teachers of the Institution with the means of following the progress made by modern research in the field of Oriental studies, and to make accessible for the more advanced of the students those standard works of reference which would help them in gaining a thorough acquaintance with the methods and results of critical enquiry into the history of Eastern literature and culture.

Among the acquisitions of the year, the following may be specially noted: Cowell's Annotated Translation of the *Yatakas;* V. N. Mandlik's great Edition of the *Padmapurana;* Sayce's "Introduction into the Science of Language;" Max Müller's "India, what can it teach us;" Barth's The "Religions of India." Editions by Pandit Durga Prasad and Head-Pandit Sivadatta of the *Haravijay, Kuvyapradipa, Dhanvyaloka* and other important Sanskrit texts, published in the *Kavyamala* Series; Salmone's Arabic-English Dictionary; Arbuthnot's "Arabic Authors;" *De Goeje's Bibliotheca Geographorum Arabicorum, etc.*

The following periodicals devoted to Oriental philological and antiquarian research were received by the Library: The *Indian Antiquary*, the *Vienna Oriental Journal*, and the *Epigraphia Indica.*

The liberality of the Asiatic Society of Bengal provided the Library with the latest issues of texts in the *Bibliotheca Indica*, and through donations on the part of the Governments of Bengal, Bombay, and the North-Western Provinces, as well as of the States of Jammu and Alwar, the Library's collection of publications on the search for Sanskrit MSS. was enlarged by valuable additions.

The total number of works added to the Library during the year under report was 86 in 108 volumes. Among these, 29 works were received as presents from the Asiatic Society of Bengal, the Director of Public Instruction, Punjab, the Government and States named above, and other donors.

Two hundred and seventy-seven works were during the year in the hands of teachers and students for home use, in addition to those kept for ready reference in the Library Room and Classes.

House Examinations.

During the year 1894-95, 18 House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taken up by the students reading in the Degree and High School Classes. For the Oriental Titles Classes, 16 House Examinations were held in the different branches of the Oriental Languages and Literatures taught. Two House Examinations were held in English.

An Annual Examination comprising eight written papers was held at the close of the school year 1894-95 for the I Year Classes of the College and School. The promotions to the II Year Classes took place in accordance with the results shown by the students at this Annual Examination.

Remarks of the Oriental College Committee on the Statistical Report for 1894-95.

I.—The receipts of the Oriental College Budget for the year 1894-95 amounted to Rs. 24,374. Against this there is an expenditure of Rs. 23,579 in the year under report, so that a saving of Rs. 795 has accrued on the whole. This saving resulted chiefly from restricted expenditure under the heads of "Stipends" and "Miscellaneous Expenses." To the saving on the Budget (Rs. 795) must be added receipts on account of fees (Rs. 515), making a total saving of Rs. 1,310.

II.—The total expenditure shown against the Oriental College Budget was Rs. 23,579, against Rs. 19,702 in the previous year. The difference between these two figures was due (*a*) to the expenditure (Rs. 1,665) on account of substitutes for Assistant Professors transferred from the Government College having been shown under the revised arrangement of accounts against the Oriental College Account, instead of the Current University Account; (*b*) to the full budgetted expenditure having been incurred under the head "Principal's pay," in which a saving of Rs. 2,104 had been effected in the preceding budget year on account of the Principal's absence on furlough. Deducting these two items from the total expenditure of the year, the real excess of the latter over the expenditure shown for 1893-94 amounts to Rs. 108 only. Out of the total

Appendix H.

Report on the Oriental College, Lahore.

expenditure, Rs. 5,880 were met by the Special Government Grants, which have been sanctioned by the Local Government to meet the actual expenses connected with the tuition of the Government College Classes in Oriental Languages.

The total expenditure under the University Budget was Rs. 8,694 (including Rs. 4,901 provided from Trust Funds on account of Endowed Readers), against Rs. 10,950 for 1893-94, the reduction being partly due to the transfer mentioned above under (*a*): Rs. 859 were spent on account of Government Scholarships held by the students of the College.

III.—The number of students on the roll on the 31st March, 1895, was 73 in the College and 51 in the School Department. The number of students in the College Department was the same as that shown for the corresponding date of the previous year, while the figure for the School Department shows a slight decrease against that for the 31st March, 1894, which was 54.

IV.—The scholars on the rolls on the 31st March, 1895, were divided according to creed as follows:—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department	26	42	5	73
School Department...	29	17	5	51
Total ...	55	59	10	124

V.—The following was the number of scholarship-holders (Government and University) and stipendiaries on the 31st March, 1895:—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department	32	27	14	73
School Department...	7	8	36	51
Total ...	39	35	50	124

A comparison of the above figures with those reported on the close of the previous school year shows that, while the number of scholarships (Government and University) awarded in competition on the results of the Public Examinations of the University, and held by Oriental College students, has increased by six, the number of stipendiaries has been reduced by one.

VI.—In addition to students actually belonging to the Oriental College, 212 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Seven teachers (among them the Principal) were either permanently, or for part of their time, engaged in the tuition of these classes.

VII.—The Scheme of Studies furnishes detailed information regarding the courses of lectures given to the several classes of the College and School Departments. These courses of instruction were adapted to the courses of reading prescribed for the various Oriental Language and Degree Examinations of the Punjab University, and their arrangement shows that the principles which had been laid down on the reorganisation of the College in 1888 have been strictly maintained in the tuition of the Arts and Oriental Titles Classes, both in the College and School.

The report further contains a detailed account of the tuition in English, which was organised under the recommendations of the same Sub-Committee and is carried on in conformity with the Revised Regulations for the award of Oriental Title Diplomas for students reading in Oriental Titles Classes. The progress made in this branch of instruction was tested by the Special Examination in the English Language held by the University under the Revised Regulations, with the result that five out of the six students who had received the requisite amount of tuition, and were thus prepared to present themselves at the examination, passed successfully and qualified for Diplomas of Oriental Titles. The employ offered to former students who had passed this test justifies the hope that these students will find opportunities as teachers of Schools or Colleges to utilise their training in giving instruction in Classical Languages through the medium of English and in accordance with modern methods.

VIII.—It will be noticed from the statement given on page lxxxi of the Report that students of the Oriental College appeared at not less than 16 different Examinations of the University for 1895. The results gained by the Oriental College in these various examinations show the high average of 80·4 per cent. of passes, against 74·6 per cent. of the preceding year, this pass percentage being the highest recorded since the reorganisation of the College.

From a comparison of these results with the general pass percentages of candidates in the several Oriental Faculty Examinations (*see* page lxxxii), it will be found that the pass percentages gained by the Oriental College were in 9

examinations considerably higher than those shown for the total of the candidates, and in four other examinations equal to the latter. In not less than nine examinations, *viz.*, M. O. L. (Arabic), M. A. (Sanskrit), B. O. L., Intermediate (O. F.), Entrance (O. F.), Visharada, Maulaví 'Alim, Munshí Fázil, and Munshí 'Alim, the results show for the Oriental College fully 100 per cent. of passes.

It deserves specially to be noted that whereas, for the total of 301 candidates who appeared at the 16 different University Examinations shown on page lxxxii, the general percentage of passes was only 53·2 per cent., not less than 80·4 per cent. of the candidates sent up by the Oriental College for the same Examinations proved successful.

The results of the year have also been favourable with regard to the success gained by individual students of the Oriental College in these Examinations. The only successful candidate in the M. O. L. Examination (in Arabic) and in the Sanskrit M. A. Examination came from the Oriental College. In *six* examinations students from the Oriental College took the first place on the list of passed candidates. In the B. O. L. and the Entrance Examinations of the Oriental Faculty all candidates of the Oriental College succeeded in passing in the Second Division, and at the Intermediate Examination of the Oriental Faculty the student of the Oriental College, who had stood highest in order of merit, was placed in the First Division.

The following list shows the Examinations in which Oriental College students stood first in order of merit :—

B. O. L. Examination.	
Intermediate (O. F.) Examination.	
Maulaví Fázil	,,
Maulaví 'Alim	,,
Maulaví	,,
Vidvan	,,

In accordance with the success attending the above examinations, not less than eleven Government and University Scholarships, one prize, and 3 Gold Medals were secured by students of the Oriental College. The Medals are the Khalífa Muhammad Hasan Gold Medal, awarded to the successful M. O. L. candidate, and the Rája Harbans Singh and McLeod Gold Medals gained by Lála Lakshman Dás, B.A., Kashmír Sanskrit Reader, who passed the M. A. Examination in Sanskrit.

With reference to the results of the tuition given by the Oriental College Staff to students of the Government College, it may be noted with satisfaction that, as shown on page lxxxiii of the Report, 77·6 per cent. of all Government College students, who had taken up Oriental Classical Languages for the Intermediate and B. A. Examinations of 1895, passed with success in these languages in which they had received instruction in the Oriental College. The results in Sanskrit were particularly favourable, as all candidates prepared in that language for the above Arts Examination succeeded in passing.

IX.—The regular system of House Examinations, as maintained in previous years, has been continued during the year under report, and the rules by which the award and tenure of stipends is made dependent on the results obtained in these House Examinations have been strictly adhered to.

Thanks to liberal donations offered by Messrs. P. C. Chattarjí, K. P. Roy, Muhammad Barkat 'Alí Khán, Khán Bahadur Dr. Rahím Khán, and other Members of the Senate, it was possible to provide Prize books and money rewards for those students of the First Year Classes who had distinguished themselves in the Annual College Examination held in April, 1894. The distribution of these Prizes took place on the 20th July, 1894, in the presence of the College Committee and an invited company of guests under the presidency of Mr. Justice P. C. Chattarjí, who on this occasion delivered an address to the assembled students.

X.—During the year under report the following changes in the Teaching Staff of the College have taken place :—

On the 1st May, 1894, Pandit Sivadatta, formerly a teacher of the Sanskrit College, Jeypore, and the Editor of the *Kavyamala*, who had been selected by the Oriental College Committee and Syndicate from among numerous applicants for the post of Head Pandit and Superintendent, Sanskrit Department, vacated by the death of the late Pandit Gurú Prasád, took charge of his duties on probation for a period of three months. Having discharged the teaching and other duties attached to the post in an eminently satisfactory manner, and having proved himself fully capable of directing the tuition given in the Sanskrit Department on modern philological lines, Pandit Sivadatta was confirmed subsequently by the Senate in his appointment in accordance with the recommendation of the Oriental College Committee.

Appendix H.

Report on the Oriental College, Lahore.

On 24th April, 1894, Chaudhrí 'Alí Gauhar, a former student of the Oriental College, who had distinguished himself by passing the M. A. Examination in Arabic from this Institution, was appointed to the McLeod Arabic Readership vacated by the resignation of Shaikh Rahím Bakhsh, M.A., and took charge of the teaching duties attached to the post from 1st May, 1894.

Lála Jívan Mal, who had officiated as Assistant English Teacher during the absence of Bhái Múl Singh on 6 months' leave, was, on the latter's resignation, confirmed in the appointment with effect from 30th June, 1894.

Lála Chandar Bhán, M.A., whose term of appointment as Patiála Translator was completed on the 30th March, 1894, was by a resolution of the Syndicate re-appointed for another year, and has accordingly remained in charge of the Mathematical tuition of the Degree Classes of the College.

Pandit Durgadatta, Second Pandit, College Department, availed himself in April, 1894, with the College Committee's sanction, of 15 days' leave, temporary arrangements being made by the Principal for carrying on his work with the help of other teachers.

Pandit Hem Ráj, Sanskrit Teacher of the Gurmukhí Classes, was granted special leave on private affairs for two-and-a-half months without pay, Pandit Dhaní Rám officiating in his place under the College Committee's orders.

M. Muhammad Zaríf, a former student of the Oriental College, who had stood highest in the Maulaví Fázil Examination of 1894, succeeded on 1st June of that year to the Baháwalpur Arabic Scholarship, and was, in accordance with the arrangement followed in previous years, employed as a teacher of Arabic in the School Department.

XI.—With reference to the scientific activity shown by the teachers of the Institution, the College Committee takes occasion to note that the following works relative to Sanskrit and Arabic philology were published by Members of the College Staff during the year 1894-95 :—

By Dr. M. A. Stein, Principal,—**Catalogue of the Sanskrit Manuscripts in the Raghunatha Temple Library of His Highness, the Mahárája of Jammu and Kashmír*, Bombay, London, and Leipzig, pp. lxvi and 423, 4to.

By Pandit Sivadatta, Head Pandit,—Critical Editions of **Śriharsha's Naishadhacarita* (Bombay, pp. 1043, Royal 8vo.,) and **Pálakápya's Hastyáyurveda*, "Anandasrama Series," Poona, pp. 717, 8vo.; further in the "Kávyamálá" Series Editions with commentaries of *Bharata's Nátyaçástra*, the *Vagbhatálamkára*, the *Vásudevavijaya*, and several smaller Sanskrit Kavyas and rhetorical texts.

By Maulaví Muhammad 'Abdullah, Head Maulaví,—An edition with textual and explanatory Notes of Maulaví *Hamdulla Sandeli's Sharh-i-Sullam*, Lahore, pp. 240, 8vo.

Among the above works those marked with an asterisk were presented to, and noticed in the Proceedings of, the Xth International Congress of Orientalists, held at Geneva in September, 1894.

XII.—On the 31st July, 1894, the Oriental College Committee was deprived by the death of Khán Bahádur Faqír Saiyad Jamál-ud-dín of the services of its Secretary, who since 1888 had rendered, with unfailing zeal and industry, most valued services to the institution in the Committee's charge. The Committee, after the close of the Annual Vacation, recorded in a special resolution, subsequently endorsed by the Syndicate and Senate, the gratitude and esteem with which the deceased gentleman's work in connection with the Oriental College Committee will always be remembered by the members of the Committee and the College Staff.

At the request of the Committee Rái Bahádur Brij Lál Ghose kindly agreed to carry on temporarily the duties of the Secretary. On the re-constitution of the College Committee, which took place under the rules at the close of 1894, Bábú Chandra Náth Mittra was appointed Secretary to the Committee; the latter recording a special vote of thanks to Rái Bahádur Brij Lál Ghose for the help he had rendered by carrying on the work of the Secretary pending the re-apppointment of the Committee.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1894-95.

Buildings.

The only important work executed during the year under review was the erection of a new *Post Mortem* Theatre and a small Pathological Laboratory consisting of two rooms. Both of these buildings have been placed in the same enclosure as the Dissecting Room, and they, to some extent, supply one of the most urgent requirements of the College, which had not previously possessed any suitable accommodation for pathological teaching or research. A small gas engine has also been put up in connection with the Chemical Laboratory, which will supply gas for bacteriological cultivations in addition to that required for chemical analysis.

The phenomenal growth, which has taken place of recent years, in the number of students attending the College has strained the class room and laboratory accommodation to the utmost; every available verandah has been closed in and utilized to add to the working space, and at the commencement of the present session it was found necessary to refuse admission to a large number of candidates, as they could not be accommodated in the class rooms.

The buildings are, on the whole, in good order, and the usual annual repairs were executed.

Students.

The present report being a quinquennial one, the statistics for the year under review are compared with those for 1889-90 in accordance with the instructions conveyed in Punjab Government (Home Department) Circular No. 3—111, dated 14th May, 1888. The total number of students attending the College and School has risen during the past five years from 300 to 513, the increase being pretty equally divided between the College and School. The figures are as under—

	Number of Students.	
	1894-95.	1889-90.
College	211	106
School	302	194

In the College the increase in the number of private students has been very large, *viz.*, from 53 to 148; whilst in the School this class of students increased from 28 to 61. Scholarship-holders in the College have increased by 10, and stipend-holders in the School by 75; but, as these students vary in number from year to year according to the number of scholarships and stipends granted by Government or Local Boards, the increase has not the same significance as that which took place in the number of private students.

Examinations.

Sixty candidates entered for the First Examination for the L. M. S. and M. B. Degrees. Of these 5 withdrew before the examination was completed, and of the remaining 55, 16 attained the pass standard. The cases of 3 candidates who failed—two by less than five marks in one subject only, and one who, although rejected for the First M. B. Examination, passed according to the First L. M. S. standard—are still under consideration.

In the Final Examination for the L. M. S. and M. B. Degrees 36 candidates appeared, and of these 24 satisfied the Examiners.

In 1890, of 17 candidates who appeared in the First Examination, 12 passed, and in the Final Examination 10 out of 12 candidates were successful. In 1885, however, of 14 candidates at the Final Examination only 4 succeeded. These results bear out the remarks made in the Report for 1893-94 regarding the uncertainty of the Punjab University Examinations in Medicine.

Three female students passed the First Examination for the L. M. S. Diploma, and one of two who appeared in the Final Examination was successful.

At the Final Examination for the Hospital Assistant Diploma held in March, 1895, 109 candidates appeared, of whom 63 were successful, including one female.

Attainments of students.

The remarks made on this subject in the Report for 1893-94 apply equally to the year under review. It becomes more and more evident from year to year that the Entrance Examination is an insufficient preparation for the study of medicine, and it is satisfactory to note that the Senate of the Punjab University has accepted this view, and has substituted the Intermediate Examination in Arts as the necessary qualification for students commencing their medical studies in 1897. This change, although it will probably lead to a temporary

Appendix I.

Report on the Medical College and School.

diminution in the number of students entering the College, cannot fail to have a salutary effect on its work, and will eventually secure a higher class of graduates. Even under existing conditions a considerable number of students who have passed the Intermediate Examination are attending the College and five have obtained the B. A. Degree.

Amongst the candidates who apply for admission to the School, the standard of general education is distinctly higher than it was five years ago. At the commencement of the present session, the majority of those selected for admission to the Civil and Military classes had passed the Entrance Examination, and the Anglo-Vernacular Middle School Examination has now been made a compulsory qualification for admission to all classes of the School, including females.

Expenditure (College).

In the returns for 1889-90 an increase of Rs. 14,563 in the expenditure from Provincial Revenues, as compared with the figures for 1884-85, was recorded. During the past five years a further increase of Rs. 19,606 has taken place, so that the total expenditure during the year under report amounts to Rs. 81,807, as compared with Rs. 62,201 in 1889-90 and Rs. 47,638 in 1884-85. The increase now recorded is principally the result of the appointment of an additional Professor in 1891, and an advance in the salaries of the Principal and Professors, due partly to promotion from length of service, and partly to the grant of Exchange Compensation Allowance. The increased expenditure has also been contributed to by the appointment of a Class Assistant to the Professor of Anatomy on a salary of Rs. 25 per mensem, and of a Librarian receiving Rs. 26 per mensem. All these items, except the amount paid as Exchange Compensation Allowance, are the natural result of the growth of the College and the increased seniority of the members of its teaching staff.

Fees.

The amount received as tuition fees from students (Rs. 6,479) shows an increase of Rs. 5,143, as compared with the returns for 1889-90; this is, of course, chiefly due to the growth in the number of students attending the College; but, as fees were first levied from students in 1887-88, and were not demanded from those then in the College, the figures for 1889-90 include the fees paid by the First, Second, and Third Year Classes only, whilst the amount payable by each student has since been raised from Rs. 20 per annum to Rs. 30. The income from this source is probably capable of considerable expansion, as the scale of fees at present in force is an extremely low one, much lower than that of similar institutions elsewhere in India, and less than half that adopted in the Government College, Lahore. A large number of the students are poor; but it seems doubtful whether it is a real advantage either to the cause of medical education generally, or to the students themselves, that they should be able to obtain their professional education at eleemosynary rates.

Endowments and other sources.

The expenditure shown under this head includes the sums spent from Private Funds in the College, such as the Students' Book Fund. The purchases made from these sources during the year under report were less than those during 1889-90, hence the decrease in the expenditure shown under this head.

The total expenditure on the College, as shown in Statement No. 2, less the amount received as fees from students, was Rs. 76,808, which represents an average of Rs. 364 for each student; but this is not strictly accurate, as part of the cost of establishment (teaching, clerical, and menial) should be debited to the School, and it is not possible to calculate exactly how much should be so debited.

School.

The expenditure from Provincial Revenues during the year under review exceeded that during 1889-90 by Rs. 5,677, the increase being due chiefly to the promotion to higher grades of some of the members of the Teaching Staff; and also to the larger expenditure on contingencies connected with the addition of 108 students to the rolls.

Scholarships and Stipends.

The number of scholarships sanctioned by Government for the College has undergo no change during the past five years, and the increase of Rs. 679, shown in the expenditure under this head in Statement No. III, is due to the fact, that during the past year some of the scholarship-holders having higher qualifications in Arts were, under sanctioned rules, entitled to a higher rate of scholarship.

Scholarships paid by District and Municipal Funds increased from 3 to 8, and the expenditure under this head in proportion. The increase of 5, shown under the head "University and other Scholarships," was mainly due to an increase in the number of scholarships granted by the Dufferin Fund and Native States, the actual amount paid by the Punjab University having diminished by Rs. 139.

Stipends.

The large increase in expenditure shown under this head represents the relatively large number of pupils recruited for the Military Department, the Punjab Civil Medical Department, and for Burmah during the period under review; otherwise no important changes have taken place. The total amount paid from Provincial Revenues on account of scholarships and stipends during the year under report was Rs. 30,490, as compared with Rs. 19,499 in 1889-90.

This total, however, includes the following amounts which are debitable to other Departments, *viz.*, Rs. 982 on account of students educated for the North-Western Provinces Government; Rs. 9,373 on account of Military pupils; Rs. 2,079 on account of Military pupils educated for the Madras Government; and Rs. 5,456 on account of Burmah pupils.

The average value of each scholarship was Rs. 188, and that of each stipend Rs. 116 per annum.

General remarks.

Surgeon-Major D. St. J. D. Grant, Professor of Chemistry, and Surgeon-Captain J. Murray, Professor of Pathology, returned from furlough on the 23rd November and 20th October, 1894, respectively, relieving Surgeon-Captain C. H. Bedford and F. H. Burton Brown, who reverted to Military employment. With these exceptions no changes took place in the professorial staff during the year. The Teaching Staff of the School remained unchanged throughout the year.

The conduct of the students has been good on the whole, although their interpretation of the word discipline differs considerably from the commonly accepted meaning of that term; this is probably the result of what may be termed the maternal solicitude to which they are accustomed in many of the preparatory Colleges. Their Debating Club is well supported, and has been presided over by Dr. D. St. J. D. Grant; it is an object of more interest to most of the students than the Athletic Club, which is maintained with some difficulty.

During the past year the College and School have both been working at very high pressure owing to the large increase in the number of students. The work thrown on the Teaching Staff has been exceptionally heavy, and the Professors and Teachers have displayed an energy and zeal in the performance of their duties under adverse circumstances, which deserve high commendation.

No. 1.—NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1895.

	1894-95.	1889-90.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	29	27	2	...
Punjab Government female scholarship-holders	2	3	...	1
North-Western Provinces Government scholarship-holders	12	13	...	1
District Fund scholarship-holders	6	3	3	...
Municipal Fund scholarship-holders	2	...	2	...
University and other scholarship-holders (including 6 of Dufferin Fund)	12	7	5	...
Free female students	1	1	...	...
Punjab free students	135	43	92	...
North-Western Provinces free students	12	9	3	...
Total	211	106	105	...
MEDICAL SCHOOL.				
Military Medical pupils	97	63	34	...
Civil Medical pupils	47	32	15	...
Burmah students	38	...	38	...
Hakim students	14	22	...	8
Government female students	5	6	...	1
Local students	40	37	3	...
Local female students	...	6	...	6
Free female students	1	3	...	2
Free students	60	25	35	...
Total	302	194	108	...

No. 2.—EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES FOR THE YEAR 1894-95.

	1894-95.	1889-90.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	(a) 81,807	62,201	19,606	...
Fees	(b) 6,479	1,336	5,143	...
Subscriptions	...	7	...	7
Endowments and other sources	(c) 1,480	4,866	...	3,386
MEDICAL SCHOOL.				
Provincial Revenues	16,428	10,751	5,677	...
Municipal Funds	25	...	25	...
District Funds	14	...	14	...
Endowments and other sources	(d) 1,672	3,402	...	1,730
Subscriptions	22	...	22	...
Total	1,07,927	82,563	25,364	...

a. b. c. d. See next page.

Appendix I.

Report on the Medical College and School.

No. 3.—STATEMENT OF SCHOLARSHIPS FOR THE YEAR 1894-95.

		1894-95.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Medical College.				
	Provincial Revenues ...	7,832	7,153	679	...
	District Funds ...	708	237	471	...
	Municipal Funds ...	230	...	230	...
	University Funds ...	89	228	...	139
	Other sources ...	2,974	949	2,025	...
	Medical School.				
	Provincial Revenues ...	22,658	12,346	10,312	...
	District Funds ...	2,379	2,215	164	...
	Municipal Funds ...	566	450	116	...
	Other sources ...	2,354	2,649	...	295
	Total ...	39,790	26,227	13,563	...
No. of Scholarship-holders.	Medical College.				
	Government Scholarships	43	43	...	...
	District Scholarships ...	6	3	3	...
	Municipal Scholarships ...	2	...	2	...
	University and other Scholarships.	12	7	5	...
	Medical School.				
No. of Stipend-holders.	Government Stipends ...	201	123	78	...
	District Stipends ...	17	20	...	3
	Municipal Stipends ...	5	4	1	...
	Other Stipends ...	18	19	...	1
	Total ...	304	219	85	...

No. 4.—STATEMENT SHOWING THE RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1894-95.

Name of Examination.	Number of examinees.	Numbers of Passes.							Remarks.
		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.									
Junior Examination. { Boys ...	55	...	...	12	...	1	...	13	
Girls ...	5	1	2	...	...	...	...	3	
Senior Examination. { Boys ...	33	...	...	16	2	5	...	23	
Girls ...	2	...	1	...	...	...	...	1	
Medical School.									
Final Examination. { Boys ...	107	...	1	42	7	12	...	62	
Girls ...	2	...	...	1	...	...	...	1	

Note by the Director of Public Instruction.

(*a*) Includes Rs. 4,765 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College :—

	Rs.
District Funds	2,552
Municipal Funds	2,213

Also includes Rs. 4,490 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an indirect charge, and recorded as such in General Tables.

(*b*) Includes Rs. 292 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an indirect charge, and recorded as such in General Tables.

(*c*) This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an indirect charge, and recorded as such in General Tables.

(*d*) Includes Rs. 1,415 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an indirect charge, and recorded as such in General Tables.

APPENDIX J.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1894-95.

At the commencement of the session the staff was as follows:—

F. Haden Cope, Esquire, M. A., Principal;
Lála Munshí Lál, M. A., Assistant Superintendent;
„ Jíya Rám, M. A., First Master and Translator (on furlough);
M. Barkat 'Alí, B. A., Officiating First Master and Translator;
Pandit Iqbál Kishan, M. A., Second Master and Translator;
Lála Khushí Rám, M. A., Science Master;
M. Ihsán 'Alí Khán, Oriental Teacher.

The following changes took place during the year:—

On the 31st August I took over charge of the Principalship from Mr. Cope, who was appointed Inspector of Schools, Lahore Circle. Lála Munshí Lál was transferred to the Model School on the 17th September, 1894; and, on the re-opening of the College, Lála Sundar Dás Surí, M. A., became Assistant Superintendent.

Stipends.

The number of students on the rolls on the 30th April was 70, a decrease of 7 on that of 1890. This decrease is owing to the fact that the number of B. As. admitted to the Senior Anglo-Vernacular Class is increasing, and therefore fewer stipends can be awarded.

The Senior Anglo-Vernacular Class contained 14 men, 6 of whom had graduated before entering the College, 2 had failed to pass the B. A. Examination, and the remainder were F. As.

Of the 24 men in the Junior Anglo-Vernacular Class, 8 were Teachers.

The Senior Vernacular Class consisted of 7 teachers and 25 stipendiaries.

It may be noted that the number of applicants for admission to the College is increasing, and that this year (1895) 90 candidates, including 10 B. As., applied for admission to the Senior Anglo-Vernacular Class.

Expenditure.

The expenditure during the year under report was Rs. 23,939, or Rs. 171 less than that of the preceding year. Compared with the year 1889-90, there is an increase of Rs. 1,802 in the expenditure. This is due to the purchase of European stores for the teaching of Science, and to the providing of a house for the Principal.

Results of Examinations.

The results of the Certificate Examinations may be considered fairly satisfactory. Of the 70 students sent up, 53 passed, a percentage of 76.

The Senior Anglo-Vernacular Class.

Fourteen men appeared from the Senior Anglo-Vernacular Class, and all passed in English, Practice of Teaching, and Mathematics; one failed in Science; and two in School Management. The marks obtained in English and Mathematics are much higher than those of last year; but the results in School Management show a slight falling off, and I trust that there will be a decided improvement next year. The percentage of passes in this class was 79.

The Junior Anglo-Vernacular Class.

The results of the Junior Anglo-Vernacular Class are disappointing: 15 passed out of 24, a percentage of 62. It should be noted, however, that two of the private candidates, Tulsi Rám and J. Wilson, received their instruction in the Training College. The former's name was struck off at the end of February on account of continued absence through illness; and the latter, although allowed to attend lectures, was not admitted as a student owing to an impediment in his speech. The results are thus about the same as those of last year. The failures are chiefly in School Management; and, although there is no falling off in the average number of marks obtained by each student, nor in the number of passes, the result cannot be considered satisfactory. This is due to the very imperfect knowledge of English possessed by Junior Anglo-Vernacular students, who, having only passed the Entrance Examination, are quite unable to master in nine months a course which, in English Training Colleges, is spread over two years and is prescribed for students who have served a four years' apprenticeship. Every effort will be made to secure better results in this most important subject; but I am afraid that much improvement cannot be expected till a change is made in the syllabus, or the period of training is extended to two or three years. The results in the other subjects are good. The addition of Arithmetic and Geography to the course prescribed for the Junior Anglo-Vernacular Class, and the making of Mathematics a compulsory subject for the Seniors, seem in no way to have affected the other work.

Appendix J.

Report on the Central Training College, Lahore.

Last year the number of students sent up from the Senior Vernacular Class was 22, and the number of passes 16. This year 32 students were sent up, of whom 27 passed, 6 being in the First Division. The results are thus decidedly better, and reflect great credit on the tutors in charge of this class.

The Senior Vernacular Class.

Compared with the results of 1889-90, there is a general rise in the number and quality of the passes. The Senior Anglo-Vernacular Class then contained only 2 B. As. and some failed F. As.; it now contains 6 B. As. and no failed F. As. It will thus be seen that the qualifications of the men entering the College are higher; and, as half the men in the Senior Anglo-Vernacular Class have taken their degrees before seeking admission, the hope that this class will ultimately be composed entirely of graduates seems likely shortly to be realized.

Practical work in Science.

The teaching of Science has this year received special attention. Every student of the Senior Anglo-Vernacular Class has, in addition to attending the Lectures, been required to devote three hours weekly to *practical work*. The students have thus become familiar with the apparatus, and will be able to teach the subject experimentally. I hope this year to arrange for a similar course of practical work for the Vernacular students.

Criticism Lessons.

As in former years, Criticism Lessons have been regularly given by the students, and to the careful supervision of this branch of the work may be attributed the fact that there are only two failures in the Practice of Teaching. Pandit Iqbál Kishan criticised the lessons of the Junior Anglo-Vernacular students, and Lála Sundar Dás those of the Senior Vernacular.

From the beginning of October till the end of March some students were sent daily to work in the Model School. Each student taught one hour daily for one month, and during that period his work was carefully superintended by the Class Master. At the end of each week the Notes of Lessons prepared by the student, a detailed criticism of each lesson, and a general report on the student's work during the week, were sent in to the Principal, who was thus able to form a correct idea of the student's skill in teaching and managing a class. The weak points detected by the Class Teacher were discussed with the students, and suggestions for their future guidance were given.

Physical training, drill, gymnastics, cricket, and tennis.

As prescribed by the Code, drill and gymnastics were regularly taught throughout the year, and at the annual examination *all* showed a knowledge of school drill, and some were able to perform the exercises in gymnastics in a very creditable manner. Cricket and Tennis Clubs were also formed, and I am indebted to Lála Khushí Rám for the interest he took in the sports. As, however, the play-ground formerly used by the students of the Model School is now covered by the new Boarding House, the students of both institutions have to play in the small field in front of the Training College, and practice is not as frequent as one could wish.

The Boarding House.

The new Boarding House, four barracks of which are now complete, has been partly occupied throughout the session, and is most commodious and convenient. During the past year there were 138 boarders, of whom 95 were Hindús, and the remainder Muhammadans. The Normal School students removed from the Tosha Khána to the new building on the 1st of October, and, till the 1st of January, 1895, Pandit Ralla Rám remained in charge of this section.

Since the latter date Lála Hargobind Lál has superintended the whole building, and has zealously and efficiently discharged his duties. I have visited the Boarding House two or three times every week, and have been assisted in the work of supervision by Lála Sundar Dás and M. Barkat 'Alí. I am glad to report that we have always found everything in a satisfactory condition.

The drainage of the Boarding House has been condemned by the Civil Surgeon, and I trust that a better system will shortly be adopted.

Discipline.

There has been no serious breach of discipline during the past year, and the students have, on the whole, worked steadily.

Reading Room.

The Reading Room in connection with the Boarding House has not yet been erected, and, for the present, a space at the end of one of the verandahs is utilised for the purpose. A dozen newspapers and three magazines are regularly supplied, and these are eagerly read by the students.

Debating Clubs.

The Debating Club, started by Mr. Cope, now meets regularly every Saturday. M. Barkat 'Alí has taken charge of the Anglo-Vernacular Branch, and Pandit Iqbál Kishan presides at meetings of the Vernacular students.

Prizes.

Through the generosity of the tutors, the Principal was able to announce that a silver medal would be awarded to the first student in each class. These medals have been won by M. Fazl Husain, Lála Phaggú Mal, and Lála Sáwan Mal.

Appendix J.

Report on the Central Training College, Lahore.

In concluding my report on the Central Training College, I may state that, although the work has been interrupted by changes in the staff, the reputation of the institution has been well maintained, and the results are quite equal to those of former years. This is due to the way in which the members of the staff have discharged their duties, and I take this opportunity of thanking them most heartily for their support. Lála Sundar Dás's assistance has been especially valuable.

The work of the Staff.

Lála Munshí Lál's work in the Model School has been marked by its usual thoroughness, and the School still continues to be one of the best in the Province. The high fees charged have caused a decrease in the number in attendance, but the income is higher than in the preceding year. The following are the chief items to be noticed:—

The Central Model School.

(1). *Attendance.*—Decrease from 685 to 629.

(2.) *Examination results*—

(*a*). *Middle School Examination.*—The percentage of passes has fallen from 99 to 50, but the results are in no way inferior to those of the other schools of the Province.

(*b*). *Entrance Examination* (*Punjab*).—Seventy per cent. passed.

(*c*). *Entrance Examination* (*Calcutta*).—Seventy-one per cent. passed. Owing to the severe illness of Lála Brij Lál which resulted in his death, there were changes in the Mathematical Mastership, and the School suffered in consequence. It is satisfactory to notice that there was not a failure in English at either of these examinations.

(*d*). *Primary Department.*—The results at these examinations were very good.

(3). *Receipts.*—These exceed the estimate by Rs. 1,027, and show an increase of Rs. 136 over those of last year.

(4). *Scholarships.*—There are 32 scholarships held by students coming from all parts of the Province.

(5). The boarders have decreased from 28 to 24.

TRANSLATION DEPARTMENT.

As in previous years, the Assistant Masters have devoted a part of their time to teaching in the College, and the remainder to translating, compiling, revising, and reviewing text-books, &c. The post of First Assistant Master and Translator has been held throughout the year by M. Barkat 'Alí, and that of Second Assistant Master and Translator by Pandit Iqbál Kishan.

The year's work may be summarised as follows —

(1). Revision and correction of—

(*a*). The Bághbán-i-Zar'at;
(*b*). Persian Readers, Nos. I and II;
(*c*). Gulistán;
(*d*). Qá'ida-i-Urdú;
(*e*). Urdú Readers, Nos. I—VIII;
(*f*). Geographical Readers for the Second Lower Primary.

(2). Translation of—

(*a*). Seven Circulars;
(*b*). Reading Matter on Bell's Object Lesson Sheets
(*c*). Education Code, 24 pages;
(*d*). Suggestions on Needlework.

(3). Reviewing of 24 books.

The work of each member of the staff is stated below:—

M. Barkat 'Ali.

(1). Reviewed—

(*a*). English Grammar and Analysis (Dunlop);
(*b*). Useful Lessons, Parts I—IV;
(*c*). Primary English Grammar;
(*d*). Risála-i-Jughráfia;
(*e*). Urdú Primer;
(*f*). Manual of Anglo-Persian Grammar.

(2). Translated—

(*a*.) Circular No. $\frac{22}{1680}$, pages 7—13;
(*b*). Object Lessons (Pictorial Sheets 12);
(*c*). Suggestions on Needlework;
(*d*). Circular No. $\frac{5}{313}$;
(*e*). Circular No. $\frac{7}{849}$ of 2nd April;
(*f*). Chart.

Appendix J.

Report on the Central Training College, Lahore.

(3). Revised—

(*a*). Bághbán-i-Zar'at;
(*b*). Persian Readers, Nos. I and II;
(*c*). Gulistán;
(*d*). Qá'ida-i-Urdú;
(*e*). Urdú Readers, Nos. I—VIII.

PANDIT IQBAL KISHAN.

(1). Reported on—

(*a*). Zakhíra-i-Saválát;
(*b*). Wáz Pandhrwán;
(*c*). Anwár-ul-Akhláq;
(*d*). Mahábhárat by Bábú Sukh Diál;
(*e*). Algebra M. S. S. Part II;
(*f*). Risála-i-Iláj-i-Bedawa Wa-Bejarah;
(*g*). Shajra-i-Q'áida-i-Fársi:
(*h*). Geographical Reader;
(*i*). Jauhar-i-Haiwánát;
(*j*). Anglo-Persian Grammar by Wazír Muhammad, B. A.;
(*k*). Geographical Reader, M. S., for V Primary Class;
(*l*). Urdú edition of Chiefs and Families of Note in the Punjab;
(*m*). The Punjab Chiefs;
(*n*.) English Spelling Book;
(*o*). Kashf-i-Isrár-ul-Ashrár:
(*p*). Tashíl-ul-Masáhat;
(*q*). Abridged edition of "The English Spelling Book;"
(*r*). Haft Akhtar.

(2). Translated—

(*a*). Circular No. $\frac{21}{1679}$;
(*b*). Circular No. $\frac{22}{1680}$, pages 1—6;
(*c*). Circular No. 25;
(*d*). Circular No. $\frac{29}{2114}$;
(*e*). Chart (Locust);
(*f*). Education Code, pages 1—24.

(3). Revised—

The Second Geographical Reader for the Lower Primary.

TABLE SHOWING THE RESULTS OF THE CERTIFICATE EXAMINATIONS DURING THE PAST FIVE YEARS.

Year.	Number examined.	Number of passes.	Percentage of passes.
1891	72	55	76·3
1892	77	51	66·4
1893	61	44	72·1
1894	56	41	73·2
1895	**70**	**53**	**75·7**
	336	244	72
The Senior Anglo-Vernacular Class.			
1891	17	15	88
1892	16	10	62·5
1893	12	8	66·6
1894	13	11	84
1895	**14**	**11**	**78·5**
The Junior Anglo-Vernacular Class.			
1891	25	18	72
1892	27	17	63
1893	20	11	55
1894	21	14	66
1895	**24**	**17***	**70·8**
Senior Vernacular Class.			
1891	30	22	73·3
1892	34	24	75·8
1893	29	25	86·1
1894	22	16	72·7
1895	**32**	**27**	**84·3**

* See note in report.

CENTRAL TRAINING COLLEGE.

			1894-95.	1889-90.	Increase.	Decrease.
Number of scholars at the close of the year.	Senior Anglo-Vernacular Class.	Teachers ...	...	3	...	3
		Others ...	14	19	...	5
		Total ...	14	22	...	8
	Junior ditto ditto	Teachers ...	8	3	5	...
		Others ...	16	20	...	4
		Total ...	24	23	1	...
	Senior Vernacular Class.	Teachers ...	7	4	3	...
		Others ...	25	28	...	3
		Total ...	32	32	...	...
	Total ...	Teachers ...	15	10	5	...
		Others ...	55	67	...	12
		Grand Total	70	77	...	7
Expenditure.			Rs.	Rs.	Rs.	Rs.
	On Establishments and Contingencies.	From Provincial Revenues ...	16,439	14,501	1,938	...
		From other sources ...	....	360	...	360
		Total ...	16,439	14,861	1,578	...
	On Stipends ...	From Provincial Revenues ...	7,334	7,276	58	...
		From District Funds...	134	...	134	...
		,, Municipal Funds	32	...	32	...
		Total ...	7,500	7,276	224	...
	Grand Total ...		23,939	22,137	1,802	...
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination ...		11	10	1	...
	Junior Anglo-Vernacular Certificate Examination ...		15	14	1	
	Senior Vernacular Certificate Examination ...		27	19	8	...
Number of Government stipendiaries ...			54	65	..	11
Ditto other stipendiary students ...			15	10	5	...
Ditto non-stipendiary students ...			1	2	...	1

Appendix K.

Report on the Veterinary College, Lahore.

APPENDIX K.

REPORT BY THE PRINCIPAL ON THE VETERINARY COLLEGE, LAHORE, FOR THE YEAR 1894-95.

I have the honor to forward, for your information, the Annual Educational Report of the Lahore Veterinary College for the year 1894-95.

New students.

1. The number of new students who entered the College this year was 46, *viz.*, 17 Military, 11 District, Municipal, and Native State scholarship-holders, and 1 Wace scholarship-holder, and 17 free or students who are not in receipt of any scholarship. For the 28 vacancies, 88 candidates presented themselves, of which 6 had passed the Entrance Examination of the Punjab University, the remainder being in possession of the Middle School Certificate.

Imperial expenditure, Appendix A.

2. There is an increase of Rs. 2,488 over last year on account of the Professor's pay and fluctuating rates of the Exchange Compensation Allowance drawn by the European Officers.

Provincial expenditure.

There is a decrease of Rs. 653 on account of certain economies in the grant allotted to contingencies of the College for the year and non-purchase of stores and apparatus, &c., from England.

Income.

3. The income of the Hospital from fees and forge receipts is Rs. 5,095-10-0, or an increase of Rs. 1,268-6-6 over last year. I account for this by a large number of the patients being severe surgical cases that required special treatment, and which are sent from out-stations, the owners of which do not object to pay higher fees than the inhabitants of Lahore do.

Stipends, Appendix B.

4. The stipends paid to students are given in Appendix B, and are 29 as compared to 25 last year.

Scholarships.

The scholarships in the College are two Provincial of Rs. 8 and 6 per mensem, five from the John Lawrence Memorial Fund of Rs. 10 per mensem each, and four from the Wace Memorial Fund, *viz.*, three of Rs. 15 per mensem each and one of Rs. 11 per mensem.

Final Examination, Appendix C.

5. The results of the Final or Pass Examination are given in Appendix C. This year 54 students presented themselves, out of which 37 passed and 17 failed. Out of the 17 who were unsuccessful, one Military student was recalled to his Regiment, and one, who had previously failed, had his name removed from the rolls of the College.

Junior Examination.

6. The examination of the Junior or the First Year students for admission into the Senior or Second Year Class was held on the 1st May, 1895. Thirty-nine candidates presented themselves, of whom one failed. This man having failed the previous year in 1894, his name was removed from the rolls of the College.

Board of Examiners.

7. The Board of Examiners consisted of Veterinary-Major J. J. Phillips, Army Veterinary Department, President, Veterinary-Captain H. T. Pease, Personal Assistant to the Inspector-General, Civil Veterinary Department, and Veterinary-Lieutenant H. P. Turnbull, Superintendent, Civil Veterinary Department, North Punjab, Members.

Increase of course of study.

8. I am still of opinion that the course of study should be for three years; and, in proof of the benefit of the extra year, I would point out that the student who stands first on the Pass List and obtained 5 prizes out of 15 failed in 1894. The same thing occurred in 1893.

Appendix A.

STATEMENT SHOWING EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES DURING THE YEAR 1894-95.

From	1894-95.	1893-94.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues...	20,423	17,935	2,488	...
Provincial Revenues on Contingencies and Establishment.	15,106	15,759	...	653
Total	35,529	33,694	1,835	...

Appendix B.

STATEMENT OF SCHOLARSHIPS AND STIPENDS, 1894-95.

	FROM	1894-95.	1893-94.	Increase.	Decrease.
EXPENDITURE.	Provincial Revenues	168	168	...	...
	District Funds	1,835	1,461	374	...
	Municipal Funds	360	360	...	...
	Other Sources—Lord Lawrence Memorial Fund	600	600	...	...
	Ditto Wace Memorial Fund ...	552	312	240	...
	Ditto State and Foreign Stipends	468	492	...	24
	Total	3,983	3,393	590	...
NUMBER OF HOLDERS OF.	Government Open Scholarships	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarships	4	2	2	...
	State and Foreign Stipends	6	6	4	...
	Stipends from District & Municipal Funds	23	19		
	Total	40	34	6	...

Appendix C.

STATEMENT SHOWING THE RESULTS OF THE FINAL EXAMINATION OF THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1894-95.

		1894-95.	1893-94.	Increase.	Decrease.
Veterinary Assistants	Number of examinees	54	35	19	...
	Number of passes ...	37	26	11	...

Appendix D.

STATEMENT SHOWING THE NUMBER OF STUDENTS AS COMPARED WITH LAST YEAR AT THE CLOSE OF THE YEAR 1894-95.

	1894-95.	1893-94.	Increase.	Decrease.
First Year students	40	49	...	9
Second Year students or Final Class	54	35	19	...
Total	94	84	10	...

Appendix L.

Report on the Mayo School of Art.

APPENDIX L.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF ART, LAHORE, FOR THE YEAR 1894-95.

Changes in the staff.

In October last, Bhái Rám Singh was appointed Officiating Vice-Principal, his post being filled by Bhái Gurdit Singh, who was in turn succeeded by Bhái Naráin Singh, a John Lawrence Scholarship-holder in the Carpentry Class.

Mr. John David, the Modelling Master, was confirmed in his appointment in October, 1894, with retrospective effect.

Number of students.

The total number of students on the rolls on 31st March, 1895, was 171, and the average daily attendance 126, against 98 and 86 in the year 1889-90. This increase of 69 on the enrolled numbers and 40 on the average daily attendance marks the growing popularity of the institution, and the appreciation among artizans of the necessity for their sons' proper equipment for competition with the rising generation of trained craftsmen and designers. And although more than 50 per cent. are of this class, there is a fairly large percentage of sons of the *naukrípesha* class, who seem desirous of participating in the advantages of an artistic training.

Classification.

The distribution with regard to subjects was as follows:—

FIRST DIVISION.

Of the 83 boys composing this Division all learn Freehand Drawing from flat copies, and Definitions of Plane Geometry; 40 learn Modelling, and 43 Carpentry.

SECOND DIVISION.

Of the 27 boys in this Division all learn Building Drawing from flat examples; Brick Construction, Model Drawing from the Round, Elementary Perspective; Practical Geometry and Modelling in Clay; 15 learn Carpentry, and 12 Decorative Drawing in Colours.

THIRD DIVISION.

The 23 students in this Division learn Building Drawing to scale from actual examples, Building Construction, Modelling in Clay, and Casting in Plaster, Light and Shade Drawing from the Round and Advanced Perspective and Geometry; 15 learn Carpentry, and 8 Ornamental Design and Colour.

FOURTH DIVISION.

The 24 students of this Division study Applied Design, Embracing Designs for wood, brick, stone, metals, inlay and painted decoration; Modelling, Surveying, Levelling, Building Construction, Estimating, and Mensuration.

ENGINEERING CLASS.

The 14 students in this class study Elementary Building Drawing, Surveying, Estimating, Building Materials, Building Construction, Printing, and Revision of Mathematics.

Expenditure.

The following statement will show the amount of expenditure incurred in the year under report and that of 1889-90:—

ESTABLISHMENT AND CONTINGENCIES.

	1894-95.	1889-90.
	Rs.	Rs.
From the Provincial Fund	12,936	14,616
„ Punjab University for the Engineering Class—		
Provincial	210	143
District Fund	14	6
Municipal Fund	24	12
Fees	140	45
Endowments and other sources	246	470
Subscriptions	21	...
Total	655	676
Carried over	13,591	15,292

Appendix L.

Report on the Mayo School of Art.

	1894-95.	1889-90.
	Rs.	Rs.
Brought forward	13,591	15,292
Furniture and fittings.		
From the Mayo Memorial Fund	...	500
Scholarships.		
From the Provincial Fund	1,369	1,345
The Punjab University contributed towards the Engineering Class Scholarships—		
Provincial	93	46
District Fund	6	2
Municipal Fund	11	4
Endowments and other sources	109	165
Subscriptions	9	...
Total	228	217
From District Boards—		
Amritsar	60	15
Siálkot	168	60
Jullundur	24	72
Jhang	96	...
Total	348	147
From the Municipal Boards—		
Amritsar	983	648
Jhang (Chiniot)	...	60
Delhi	...	70
Gujránwála	72	9
Bhera	60	...
Total	1,115	787
From the Native States—		
Gwálior	309	...
GRAND TOTAL	16,960	18,288

The total expenditure during the year from all sources has been Rs. 16,960, or Rs. 1,328 less than that in 1889-90. This decrease in expenditure is partly due to the fact that the post of Vice-Principal was vacant until October, 1894.

Success of the candidates.

A list is appended of the students who have left the School, with the amount of the salary or earnings they are now receiving, so far as could be ascertained.

In the list it will be seen that among the youths employed, one has become teacher, ten draftsmen or sub-overseers in the Public Works Department, and 11 took to their hereditary crafts.

Attainments of students on joining and the progress during the year.

The total absence of general education on the part of the majority of new comers is deplorable, and forms a serious impediment to our work, to surmount which we are compelled to give instruction out of school hours in the three Rs. to those who are in such plight. The instructor is selected periodically from among the John Lawrence Scholarship-holders.

This inconvenience is not felt in the Engineering Class, as the condition of admission confining it to Entrance passed candidates forms a safe guard.

Outside Schools.

In accordance with Article 751 of the Education Code, the Industrial Schools at Amritsar and Delhi were inspected by the Principal, and his reports were submitted, as usual, to the Director of Public Instruction, Punjab.

Bedí Khem Singh's School at Ráwalpindi was visited by Bháí Rám Singh at the request of the Managing Committee of that Institution; but the accounts given by that officer seemed somewhat unsatisfactory, and the Principal by their desire offered them a few suggestions for the better management of the School.

A separate reference will be made hereafter to know whether the above Articles is applicable to this institution also.

The Punjab University Engineering Class.

In May, 1894, three students went up for the First Examination in Civil Engineering from this class and two passed.

Work done outside the School Course.

Of extra work outside the ordinary school lessons may be mentioned the work of preparing Drawings of the Wazír Khán's Mosque required by the Public Works Department to illustrate a descriptive account of that building, a teak wood pulpit for Roorkee Church, and the Drawings and Designs by Bháí Rám Singh for the Government House alterations. This practice has been of great value to the advanced students in the III and IV Divisions.

Among the smaller works may be mentioned an elaborately illuminated address for the Lahore Municipality for presentation to His Excellency the Viceroy in November last, and a second for presentation to Her Majesty the Queen-Empress, and a special casket was designed for each.

Also a few other decorations were prepared for the Viceregal Darbár held in Lahore in the same month.

Appendix L.

Report on the Mayo School of Art.

Photo-zincography.

In the Modelling Class certain carved work in Plaster of Paris was made and sent to the Empire of India Exhibition for display.

Bhaí Rám Singh carried on experiments in photo-zincography with considerable success; but the increasing heat of the weather put a stop to further progress. Next cold weather, I confidently hope, some satisfactory printing blocks will be produced. Mr. Greggs, of London, has very kindly promised to give me any assistance in his power, and has already enlightened me considerably. The necessity of ocular demonstration in a subject of this kind where so much depends upon delicacy of handling is, however, apparent, and I shall take the earliest available opportunity of obtaining it.

Punjab Exhibition and Magic Lantern lectures.

The heavy strain on the School Office, due to work in connection with the Exhibition accounts continued during the year, and combined with the arrangements in connection with the lantern lectures, considerably curtailed the available time for work of the School. A considerable amount of time is also absorbed by attention to a constant stream of correspondence concerning artistic productions of the School, and Punjab generally, the substantial advantage of which is, that we are enabled to put a great deal of work into the hands of craftsmen, which otherwise would never reach them, and supposing it did, would not come under our direct supervision. I may mention that at the time of writing this report we are supervising some experiments in silk and velvet dyeing and printing in the city, in order that certain requirements of a large firm in Calcutta may be met, to the profit of Lahore craftsmen. So far our experiments have given the firm in question great satisfaction, and a small consignment of silk and velvet has been received by me for transmission to the dyer.

Staff.

In matters of this kind particularly I find the Registrar, Lála Dhanpat Rái, of great assistance, his special knowledge of the whereabouts and capabilities of craftsmen considerably simplifying my labours. His office work has been done satisfactorily, and with his usual intelligence and zeal.

Bhái Rám Singh makes an energetic and painstaking lieutenant. Munshí Sher Muhammad's work has been up to its usual standard of excellence.

Bháis Gurdit Singh and Naráin Singh, and Mr. John David, have all worked well.

Building.

There is nothing special that calls for mention under this head.

STATEMENT SHOWING THE NAMES OF THE STUDENTS WHO HAVE LEFT THE SCHOOL DURING THE YEAR 1894-95, WITH THE AMOUNT OF THE SALARY OR EARNINGS THEY ARE RECEIVING.

No.	Names.	Period under instruction.	Employment or occupation.	Salary or earnings.
		Y. M. D.		Rs.
1	Palla Singh	6 3 27	District Sub-Overseer, Siálkot... ...	30
2	'Abdul Haq	10 4 12	Drawing Master at Etáwa	30
3	Hafizullah	2 8 15	In service of his brother	25
4	Ghulám Rasúl	2 8 19	Draftsman in Deraját	25
5	Ghulám Qádir	3 4 15	Dismissed for mischief	...
6	Bálmokand	2 0 28	Probationer in Irrigation Department	15
7	Hukm Singh	2 9 22	Works as carpenter with his father ...	25
8	Nihál Singh	2 0 16	Do. do. do. ...	20
9	Shuja'-ud-dín	1 3 0	Draftsman (private practice) ...	20
10	Khuda Bakhsh	1 5 0	Works with his father (blacksmith) ...	15
11	Wadháwa Singh ...	1 0 29	Do. do. (carpenter) ...	20
12	Ghulám Sarwar ...	0 10 19	Do. do. (book-binder) ...	25 about
13	Bishan Dás	0 5 21	Do. do. (goldsmith) ...	30
14	Prem Dás	0 3 21	Do. do. do. ...	30
15	Bhagat Singh	0 10 10	Do. do. (carpenter) ...	20
16	Sant Singh	0 3 0	Do. do. do. ...	15
17	Maula Bakhsh	0 5 29	Painter in the Railway Workshop ...	10
18	Bakhshí Rám	1 4 0	Carpenter do. do. ...	10
19	Mehtáb Dín	0 6 25	Not known.	
20	Ganesh Dás	0 4 25	Works with his father (goldsmith) ...	25 about
21	Hayát Muhammad ...	0 2 28	Mistrí in Jhang, P. W. D.	
22	Lál Chand	0 2 0	Modeller in Hospital	20
	ENGINEERING CLASS.			
23	Barkat Rám	1 11 23	Draftsman, Kot Ahmad Yár	15
24	Des Ráj	1 1 8	Hissár Cotton Factory	25
25	Lál Chand	0 11 16	Overseer, Ujain (Native State) ...	80
26	W. C. Oman, Esq. ...	1 3 13	Preparing for Civil Engineering Examination.	
27	Múl Singh	0 7 16	Sub-Overseer with Sirdár Dyál Singh	25
28	Sujún Singh	1 8 0	Do. Quetta	50
29	Shankar Singh... ...	1 6 24	Not known.	
30	Sher 'Alí	1 3 21	In the Kapurthala Service, Public Works Department.	15

APPENDIX M.

Appendix M.

Punjab Text-Book Committee.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1894-95.

Membership and Meetings.

During the year under report, the death of the Rev. Dr. C. W. W. Forman deprived the Committee of the services of an educationist of note, who did good work in the Punjab for nearly half a century in furthering the cause of education in the face of many difficulties. Another vacancy caused among the members was by the death of Khán Bahádur Faqír Saiyad Jamál-ud-dín, who was nominated to the Committee by the Senate of the Punjab University in April, 1886. In Mr. T. C. Lewis, who vacated his membership on his transfer to another Province, the Committee lost a most experienced and valuable member. Surgeon-Captain H. Charles also vacated his membership on his appointment to the Medical College at Calcutta. The vacancy among the Government nominees, caused by the death of Dr. Forman, was filled by the appointment of Mr. C. M. C. Carne, Principal, Municipal Board College, Amritsar; whilst the Senate of the Punjab University nominated Lála Lál Chand, Khán Bahádur Shaikh Nának Bakhsh, and Maulaví Muhammad Sháh Dín, in succession to Mr. Lewis, Dr. Charles, and Khán Bahádur Faqír Saiyad Jamál-ud-dín, respectively. The late Pandit Gurú Parshád, Mahamahopadhaya, whose death was noticed in last year's report, made room among the University nominees for Mr. P. G. Dallinger, B.A.

Meetings of the General Committee and the Sub-Committees.

The General Committee met six times as last year, and the Sub-Committees and Special Committees held 25 meetings, as compared with 22 held in 1893-94. Three meetings of the Sub-Committees could not be held for want of the necessary quorum. As I remarked in last year's report our Sub-Committee meetings are not as well attended as they might be. In re-constituting the Sub-Committees in November, 1893, care was taken to nominate members only to the Sub-Committees which they themselves selected, and it was hoped that the meetings would be attended more largely than before. But I regret to say that this hope has not been realized.

I have great pleasure in thanking, on behalf of the Committee, the following ladies and gentlemen who have helped on our work with reports, critiques, and suggestions whenever called for by me, or demanded, in their opinion, in the interests of education :—

1. Miss F. A. Francis.

2. Messrs. Ewing, Allautt, Bell, Dallinger, Orbison, Gilbertson, Stein, Lewis, Cope, G. N. Chattarjí, S. B. Mukarjí, Munshí 'Umr-ud-dín, Maulaví Muhammad Dín, Sardár Dharm Singh Soín, Sardár Sir 'Atar Singh, Bhái Gurmukh Singh, Lálas Madan Gopál, Píyáre Lál and Rái Bahádur, Ságar Chand, Bhairon Parshád, Amólak Rám, Umráo Singh, Shiv Diyál, Sundar Dás Suri, Sheo Lál, Ruchí Rám, Munshí Lál, Pandits Iqbál Kishan Kaul and Bhánú Datt, Lálas Súraj Naráin and Hem Ráj; the Principals of the Central Training College and Mayo School of Art, and the Municipal Board College, Amritsar; the Registrar, Education Department; Head Masters of the Municipal Board Schools at Jullundur, Mooltan, Ludhiána, Gurdáspur, and Hoshiárpur.

General review o work.

I.—The English Sub-Committee considered the following matters :—

1. Revision of the English Readers for Middle Schools.

2. Preparation of English Readers for the Fourth and Fifth Classes of Primary Schools.

3. English Copy-slips or Copy-books for Schools.

4. The proposed Manual on the study of English recommended by the Educational Conference of 1892.

5. Preparation of Moral Readers for Girls' Schools, Primary and Middle Departments.

6. Better printing and illustrating of English Readers.

The *First English Reader for Middle Schools*, compiled by Mr. Bell, was approved and ordered to be printed off before the year came to a close. This completed the revision of all the three Readers prescribed for use in Anglo-Vernacular Middle Schools, which now form a series uniform in size, and properly graduated in point of difficulty. As no final decision regarding the adoption or otherwise of Colonel Holroyd's "*English for Beginners—First Book*"—has yet been come to, the preparation of English Readers for the Fourth and Fifth Classes of Primary Schools has been deferred.

Having resolved to adopt the upright style of writing in Punjab Schools, it was at first the intention of the Committee to prepare its own Copy-slips; but it was subsequently resolved to recommend the use of Arnold's Copy-books specially prepared for use in India by Messrs. Macmillan and Co., and published at the price of one penny each. These were in use in most schools before the year came to a close.

APPENDIX M.—PUNJAB TEXT-BOOK COMMITTEE.

Appendix M.

Punjab Text-Book Committee.

I am sorry to have to report that, as far as I know, no progress has been made with the proposed *Manual on the Study of English* recommended by the Educational Conference in 1892, the preparation of which was entrusted to Mr. Knowlton in March, 1894.

Early in the year it was resolved that *Moral Readers for the Middle and Primary Departments* of Girls' Schools should be prepared; but, owing to the difficulty experienced in finding any competent person willing to undertake their compilation, the books had not been taken in hand when the year closed.

The question of the better printing and illustrating of English Readers was considered very carefully, and it was at first recommended that the *First English Reader for Middle Schools* should, as an experimental measure, be printed through the medium of an English firm. The terms of the contract with Munshí Gulább Singh and Sons, relating to the printing, publication, and sale of Text-Books, however, constituted a difficulty which could not be overcome. On a re-consideration of the matter it was resolved to see whether or not Munshí Gulább Singh and Sons could arrange for the printing and illustrating of our English Readers in the style of the best English Readers.

In addition to this the Sub-Committee considered 106 works on English Language, Literature, and Grammar, and the modern European languages. Of these 63 were approved and either prescribed for use in schools, or patronised by the purchase of copies, or placed in the Reference Library, whilst the remaining 43 were adjudged unsuitable for any of the purposes of the Committee.

II.—The following were the more important matters that came before the Technical Sub-Committee:—

1. Proposals for encouraging and developing the means of producing illustrations for text-books.

2. Syllabus of Object Lessons for Primary Schools and Notes to accompany it.

3. Manual for Normal Schools.

4. Revision of the Departmental Algebra, Part II, by Mr. G. N. Chattarjí.

5. A Manual of Précis-Writing and of Correspondence, Official and Commercial.

6. Elementary Text-Book on Domestic Economy.

7. Preparation of Diagrams for Needlework Courses.

8. Provision of Pictorial Sheets for the Object Lessons.

9. Proposed Revision of the Text-Books in Arithmetic for Primary Schools.

10. Preparation of Object Lessons in Elementary Science for the 1st Class of Middle Schools.

11. Manual of Mensuration for Middle Schools, by Mr. E. B. Francis.

12. Simla Tracts.

With reference to *the proposals for encouraging and developing the means of producing illustrations for Text-Books*, I have no progress to report. The matter has been referred to the School of Art, and the sum of Rs. 500, provided in last year's budget, was duly made over to the Principal, who was asked to submit for the consideration of the Committee specimens of illustrations, and at least of one block. These were being awaited when the year came to a close.

The *Syllabus of Object Lessons for Primary Schools* was revised and adopted, and Mr. E. Tydeman allowed to proceed with the Notes, after specimens prepared by him had been approved with certain modifications. The work was not, however, finished before the close of the year.

A revised draft of his *Maiyar-ut-Ta'lím* was submitted by Pandit Iqbál Kishan, M.A., with a view to its acceptance by the Committee as the *Manual for Normal Schools*. The book was returned to him for further revision in the light of the instructions given him by the Committee.

Mr. G. N. Chattarjí submitted his revised draft of *Algebra, Part II;* but it was still under consideration when the year closed.

The draft *Manual of Précis-Writing and Correspondence, Official and Commercial*, by Mr. W. Hawkins, was, after careful consideration, approved, and ordered to be printed off.

It was resolved that the preparation of the required *Elemenatary Text-Book of Domestic Economy* should be entrusted to Mrs. S. A. Rodgers, Officiating Inspectress of Girls' Schools, Punjab.

The consideration of the *preparation of Needlework Diagrams* has been deferred until certain references made to the Inspectress of Girls' Schools by the Director of Public Instruction are answered, and the *Pictorial Sheets for Object Lessons* could not be taken in hand until the Notes of Lessons to accompany the Object Lessons were completed.

The question of the proposed *revision of the Text-Books in Arithmetic for Primary Schools* was referred to the Committee for consideration by the Director of Public Instruction, along with detailed reports prepared, at that officer's desire, by a Special Committee of the Staff of the Central Training College. The Committee consulted a number of Head Masters on the subject, and their opinions have yet to be considered.

The preparation of *Object Lessons in Elementary Science* for the First Class of Middle Schools is a suggestion of the Educational Conference of 1894, which has met with the approval of the Government. It was resolved to entrust the preparation of the book to a small Sub-Committee.

The *Mensuration Manual*, by Mr. E. B. Francis, was still under consideration when the year came to a close.

Last year the Sub-Committee considered a set of useful publications known as the *Simla Tracts*, and recommended that District and Municipal Boards might be asked to patronise these. This recommendation was accepted by the General Committee and carried into effect. During the year under report Mr. Coldstream, the editor of the Series, offered, with the permission of the several authors, to make over the copy-right of these tracts to the Committee. This offer was accepted with thanks.

In addition to the above, the Technical Sub-Committee considered 64 books of sorts, of which 40 were approved. Of the remaining 24 no use could be made.

III.—The Urdú Sub-Committee dealt with the following important matters :—

1. Revision of Urdú Copy-slips and Copy-books.

2. Encouragement of Vernacular Literature.

3. Revision of Urdú Courses for the First, Second, and Third Classes of Middle Schools.

4. Proposals regarding the Revision of the Qá'ida and the Urdú Readers.

5. Proposals to do something to check the production of Vernacular translations of immoral and undesirable books.

Urdú Copy-slips and Copy-books were revised, the prices of both the slips and the books were reduced, and a better and stouter paper-cover was also arranged for.

The scheme for publishing annually translations into Urdú of five good and useful books made some progress. Two books (Sir Robert Ball's *Starland* and Tulloch's *Prince Consort*) are being translated. Among the books published by private persons and submitted to the Committee for consideration was an Urdú translation of Sir Charles Aitchison's *Lord Lawrence* (*Rulers of India Series*), by Lála Kunj Behárí Thápur. As this book was favourably reported upon, and in point of paper, get-up, &c., satisfied the conditions the Committee insists upon with reference to books brought out under its own auspices, it was decided to patronise it by the purchase of copies for presentation to Secondary Schools. Thus, in addition to putting two books in hand, the Committee was able to help the circulation of a third publication of the same sort.

The *revised drafts of the First and Second Middle School Courses* were finally approved during the year, and the revision of the *Course for the Third Class* was still under consideration when the year closed.

A teacher in the Central Model School, Lahore, submitted to the Director of Public Instruction certain suggestions regarding *the revision of the Qá'ida and the Urdú Readers*. These were, at the desire of the Director of Public Instruction, reported upon by the staff of the Central Training College. Their report has been, along with all the papers on the subject, sent to the Text-Book Committee, which has consulted a Sub-Committee of experts with reference to certain points before proceeding to consider the matter finally.

The Committee, having observed with regret that a number of *Urdú Translations of immoral and objectionable books* have been current in the Province for some years, resolved shortly before the year closed that some efforts should be made to discourage the production of translations of books of a distinctly harmful character.

In addition to this the Sub-Committee considered 27 books of various kinds; of these 4 met with approval; but of the remainder, 23, no use could be made.

Appendix M.

Punjab Text-Book Committee.

IV.—The History and Geography Sub-Committee considered the following important matters :—

1. Elementary Geographical Manual for the Second Class Primary Department.

2. Revision of the Geographical Reader for the Fourth Class of Primary Schools.

3. Elementary Geographical Manual for the Fifth Class Primary Department.

4. Preparation of a Map (for the Fifth Class of Primary Schools) to indicate exactly the knowledge required from the candidates with respect to the course of reading prescribed as "The Outlines of the Geography of the World."

5. Revision of the Geography of India, Parts I and II.

6. Preparation of a Manual of Geography (in English) for Middle Schools.

7. Proposals to improve the quality of the maps used in the Schools of the Province.

8. Proposals to illustrate the teaching of Geography in the Elementary Schools of the Province, by means of charts, &c., of Geographical Terms.

The *Elementary Geographical Manual for the Second Primary Class* is being revised by the author. That for the Fourth Primary Class is in the hands of the Staff of the Central Training College, and the Geography for the Fifth Class is under consideration. After this last is finally disposed of, the map for the Fifth Class will be taken in hand.

The revision of the Geography of India, Parts I and II, is being carried out in the Central Training College.

Mr. H. T. Knowlton is preparing the *Manual of Geography for Middle Schools*. No definite decision has been arrived at as regards the improvement of the *quality of maps used in Punjab Schools.*

In respect to No. 8, the Committee resolved that one general chart, illustrating all the more important Geographical Terms, would be quite sufficient for the present. Shortly before the close of the year a chart embodying the required information was received from the Principal, School of Art.

In addition to this, the Sub-Committee considered 17 books of sorts. Of these 8 were approved and made use of in various ways, whilst of the remaining 9 no use could be made.

V. The Hindí and Sanskrit Sub-Committee dealt with the following matters :—

1. Revision of Shabdarath Bhánú. (A Sanskrit Hindí Dictionary.)
2. Hindí Copy-slips.
3. Manual of Kindergarten for the Teachers' Certificate Examination.
4. Hindí Translations of the First, Second, and Third Agricultural Readers.
5. Poetical Selections for the Fifth Hindí Reader.
6. Proposals to improve the get-up of Hindí Text-Books.

Nos. 1 and 2, which had been pending for some time, were finally disposed of. The Sanskrit Hindí Dictionary is being seen through the Press, and the Copy-slips have been prescribed for use in Schools. The Kindergarten Manual is being prepared in the Central Training College. The Hindí Translations of the First, Second, and Third Agricultural Readers have been approved and are being printed off, and the Poetical Selections for the Fifth Hindí Reader have also been sent to the Press.

The subject of the improvement in the get-up of Hindí books has not been disposed of yet.

VI. The Gurmukhí Sub-Committee dealt with the following matters :—

1. The Punjábí Dictionary.
2. List of Punjábí books recommended for Girls' Schools Libraries.
3. Punjábí Translations of the First, Second, and Third Agricultural Readers.
4. Punjábí Translations of the District Geographies of Jhang, Ludhiána, Sháhpur, Jhelum, and Ferozepore.
5. Preparation of District Maps in Gurmukhí.

The *Punjábí Dictionary*, which had been under preparation for some years, was at last finished during the year under review.

The list of Punjábí books recommended for Girls' Schools Libraries was approved and sent to the Director of Public Instruction, Punjab. Translations of the First, Second, and Third Agricultural Readers have been printed off, so also has the translation of the District Geography of Jhang. Translations of the

Appendix M.
Punjab Text-Book Committee.

District Geographical Readers of Ludhiána, Sháhpur, Jhelum, and Ferozepore are under consideration. The question of the preparation of District Maps in Gurmukhí has not been disposed of yet.

In addition to the above the Sub-Committee considered 2 books which were approved.

VII. The Arabic and Persian Sub-Committee dealt with the following important matters :—

1. Revision of Jámi'-ul-Qawá'id.

2. Revision of the Scheme of Studies in Arabic for Secondary Schools above the First Middle Class.

3. Proposals in regard to the revision of the Elementary Persian Readers.

4. Preparation of Wall Sheets for teaching Persian Writing.

Maulaví Muhammad Dín and Munshí 'Umr-ud-dín are revising the *Jámi'-ul-Qawá'id.*

In January, 1894, the General Committee decided to overhaul the entire Scheme of Studies in Arabic above the First Middle Class, and with this view appointed a small Sub-Committee of experts. The Scheme, drawn up by this Sub-Committee, was sent on for report to a few select Head Masters and was afterwards approved.

Proposals for the revision of the Elementary Persian Readers are still under consideration, and the Wall Sheets for teaching Persian Writing are being prepared in the Central Training College.

In addition to this the Sub-Committee considered 9 books of various kinds, none of which, however, could be put to any use.

VIII. The Library Sub-Committee recommended the purchase of some books for the Reference Library, and also books to the value of Rs. 30 for the Libraries of Middle Schools.

In all the Sub-Committees considered 258 publications. Of these 139 were utilized for the different purposes of the Committee, and the remaining 119 were, for various reasons, declared unsuitable.

Office.

In the office 1,215 letters of all kinds were received, including 310 acknowledgments for books sent out in connection with the Rs. 1,500 Assignment. The number of letters issued was 763, including 55 Circular letters issued to 994 persons. One hundred and ninety-one books were sent out for opinion. The number of packets issued, containing 2,778 gift books, was 424.

Mr. K. B. Thápur, the Assistant Secretary, has throughout the year performed his duties in a most intelligent and satisfactory manner, and the Clerk has done his work, in both the Office and Library, with care and punctuality.

Library.

Three hundred and eighteen volumes of all kinds were added to the Library during the year, and 770 volumes were lent out during the same period. A supplementary catalogue of books added to the Library since November, 1892, to the end of December, 1894, was prepared and published during the year. Any considerable additions to the Library of Reference and the Museum will be impracticable until the project relating to the extension of accommodation is carried out. Government has approved the plans, and also permitted the Committee to contribute Rs. 2,500 out of its own funds, but have not found it possible to provide funds for the purpose in the budget for 1895-96; the inconvenience to the Committee from want of sufficient accommodation is great, and will increase as time passes until something is done to provide the extended accommodation already sanctioned.

Encouragement of good books.

The Assignment of Rs. 1,500 placed at the disposal of the Committee by Government for the encouragement of healthful literature was fully utilized.

Finances.

	Rs.	a.	p.
The year opened with a balance of ...	3,132	4	3
The Receipts amounted to	11,047	4	8
The Disbursements came to	8,214	14	4
The year closed with a balance, to the credit of the Committee of	5,964	10	7

The result is, in my opinion, satisfactory, considering that the Committee paid in honoraria to authors, translators, &c., Rs. 2,294-1-0.

Appendix M.

Punjab Text-Book Committee.

Text-Books and other Works completed or in course of preparation under the direction or with the approval of the Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
1	*Punjábí Dictionary* ...	Proofs of 738 pages were received and passed during the year, and the book was completed.
2	*List of Punjábí Books* recommended for Girls' Schools Libraries.	Completed and approved.
3-5	*Punjábí Translation of the First, Second, and Third Agricultural Readers.*	Ditto.
6	*Punjábí Translation of the District Geography of Jhang.*	Approved.
7-10	*Punjábí Translation of the District Geography of Ludhiána, Sháhpur, Jhelum, and Ferozepore.*	Under consideration.
11	*Preparation of District Maps, in Gurmukhi* ...	Ditto.
12	*Revision of the Scheme of Studies in Arabic for Secondary Schools above the First Middle Class.*	Ditto.
13	*Proposals* re *the revision of the Elementary Persian Readers.*	Ditto.
14	*Preparation of Wall Sheets for teaching Persian Writing.*	Under preparation in the C. T. College.
15	*A Manual of Geography (in English) for Middle Schools.*	Under preparation.
16	*Elementary Geographical Manual for the Second Class Primary.*	Under revision by the author.
17	*Elementary Geographical Manual for the Fifth Class Primary.*	Under consideration.
18	*Proposals to illustrate the teaching of Geography in Elementary Schools of the Province by means of charts, &c., of Geographical terms.*	Charts under preparation.
19	*Proposals to improve the quality of the Maps used in the Schools of the Province.*	Under consideration.
20	*Revision of the Geographical Reader for the 4th Class of Primary Schools.*	In hand in the C. T. College.
21-22	*Revision of the Geography of India, Parts I and II.*	Ditto ditto.
23	*Preparation of a Map (for the Fifth Class of Primary Schools) to indicate exactly the knowledge required from the candidates with respect to the outlines of the World (Home Education Department, No. 69, dated 12th July, 1894).*	Under consideration.
24	*Revised English Reader for the First Class of Middle Schools.*	Completed and approved.
25	*English Reader for the Fourth Class Primary*	The preparation of this book has been deferred until final decision is arrived at as regards *English for Beginners*—the *First Book*—by Colonel W.R.M. Holroyd, which has been provisionally adopted.
26	*English Reader for the Fifth Class Primary*...	The preparation of this has been deferred until the Reader for the Fourth Class is finally settled.
27-28	*Preparation of Moral Readers for Schools, especially Girls' Schools, Primary and Middle Departments.*	Under consideration.
29	*English Copy-books or Copy-slips for Schools*...	The Committee had at first resolved to improve its own slips; but subsequently decided to recommend the use of Arnold's Copy-books published by Messrs. Macmillan, London.
30	*The Proposed Manual on the Study of English,* recommended by the Educational Conference of 1892.	Under consideration.
31	*Proposals for encouraging and developing the means of producing illustrations for text-books.*	Illustrations under preparation in the School of Art.

No.	Name of Book or Author, scheme or proposal.	Remarks.
32	*Syllabus of Object Lessons* ...	Revised and prescribed.
33	*Notes of Lessons to accompany the above.*	Under preparation.
34	*Manual for Normal Schools* ...	Ditto.
35	*Revision of the Departmental Algebra, Part II,* by Mr. G. N. Chattarjí.	Under consideration.
36	*A Manual of Précis-Writing and of Correspondence, Official and Commercial.*	The book prepared by Mr. Hawkins has been accepted and is being printed off.
37	*Mensuration Manual for Middle Schools,* by Mr. E. B. Francis, and translated by Munshí Amír Chand.	Under consideration.
38	*Elementary Text-Book on Domestic Ecomomy*	Under preparation.
39	*Wall Pictures for Schools* ...	Under preparation by Messrs. George, Bell and Sons, London.
40	*Preparation of Diagrams for Needlework Courses*	Under consideration.
41	*Provision of Pictorial Sheets for the Object Lessons.*	Ditto.
42	*Proposed Revision of the Text-Books in Arithmetic for Primary Schools.*	Ditto.
43	*Preparation of Object Lessons in Elementary Science for the First Class of Middle Schools*	Ditto.
44	*Revision of Urdú Copy-slips and Books* ...	Completed.
45	*Encouragement of Vernaculur Literature* ...	Proposals to translate annually into the Vernacular and publish five useful books other than text-books, with a view to afford wholesome and instructive reading to the people, were sanctioned last year. Two books named Tulloch's *Prince Consort* and Sir Robert Ball's *Starland* are being translated.
46-48	*Revision of Urdú Courses for the First, Second, and Third Classes of Middle Schools.*	The first two completed, and the third is under consideration.
49	*Revision of Jámi'-ul-Qawá'id,* by Maulaví Muhammad Dín and M. Umar Dín.	Under preparation.
50	*Proposals regarding the Revision of the Qá'ida and Urdú Readers.*	Under consideration.
51	*Proposals to do something to check the production of Vernacular Translations of immoral and undesirable books.*	Ditto.
52	*Revision of Shabdarath Bhánú* ...	Revised draft made over to the Press.
53	*Hindí Copy-slips* ...	Completed and approved.
54	*Manual of Kindergarten for the Teachers' Certificate Examination.*	Under preparation in the C. T. College.
55-57	*Hindí Translation of the First, Second, and Third Agricultural Readers.*	Completed and approved.
58	*Poetical Selections for the Fifth Hindí Reader*	Ditto.
59	*Proposals to improve the get-up of Hindí Text-Books.*	Under consideration.

List of Books recommended for Libraries.

No.	Name of Book and Author.	Remarks.
1	*A Standard Dictionary of the English Language* (Messrs. Funk and Wagnall).	High School Libraries.
2	*Tennyson for the Young* (Macmillan) ...	Recommended in accordance with the Director of Public Instruction Circular No. 28, dated 8th September, 1892.
3	The *Poet's Hour,* by F. Martin (Macmillan).	
4	*Words from the Poets,* by Vaughan (Macmillan).	
5	*Romance of the Insect World,* by Badenoch ...	
6	*Our National Institutions,* by Anna Buckland (Macmillan).	
7	*The Pleasures of Life,* by Lubbock (Macmillan).	
8	*The Use of Life,* by Lubbock (Macmillan) ...	
9	Farrar's *Seekers after God* ...	
10	*Pioneers of Science,* by Lodge (Macmillan)...	
11	*True Tales for my Grandsons,* by Sir S. Baker.	
12 to 15	*Rulers of India Series, Hardinge, John Russell Colvin, and Mayo.*	

List of Books considered and approved.

Appendix M.

Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
1-5	*Blank Exercise Books*, by Lála Sant Rám ...	The Committee thought favourably of these.
6	*A Manual of our Mother Tongue*, by Hewett and Beach (W. H. Allen and Co.).	Transferred to the Punjab University for consideration.
7	*'Abdullah Khán's Sheet of English Grammar*...	Patronised by the purchase of mounted copies for distribution amongst High Schools.
8	*A Standard Dictionary of the English Language* (Messrs. Funk and Wagnall.)	Included in the list of Books of Reference for the Libraries of High Schools.
9	*First English Reader for Middle Schools*, by Mr. W. Bell.	Approved.
10-16	*Ship Historical Readers, Nos. I to VII* (Longmans, Green & Co.).	Placed in the Reference Library.
17	*Simple Stories from English History* ...	Ditto ditto.
18-32	*Arnold's Copy-books I to IX* ...	Recommended for use in Anglo-Vernacular Schools.
33	*Elementary English Grammar*, by Rowe and Webb.	The Committee decided to recommend that this book be prescribed as an alternative with the other three Grammars already prescribed for use in Middle Schools.
34	*The Elements of the English Language*, by Ernest Adams (George, Bell and Sons).	Transferred to the Punjab University for consideration.
35	*English Synthesis. A Practical Method of Prose Writing and Paraphrase*, by the Rev. J. H. Walton.	Transferred to the Punjab University for consideration.
36	*Readings in English Literature.* (W. and R. Chambers.)	Patronised by the purchase of a sufficient number of copies to supply each of the Arts Colleges in the Province and the Training College with one copy.
37	*The Lances of Lynwood*, by C. M. Yonge (Macmillan and Co.).	Patronised by the purchase of copies for presentation to European High Schools.
38-41	The Warwick Shakespeare comprising *Julius Cæsar, Richard II, Macbeth and Hamlet.* (Blackie and Sons.)	Transferred to the Punjab University for consideration.
42-47	(*A*) *Blackie's Junior School Shakespeare, comprising*— (*a*) *Coriolanus*, by W. Dent; (*b*) *King Henry V.*, by W. Barry; (*c*) *Julius Cæsar*, by W. Dent; (*d*) *The Merchant of Venice.* (*B*) *Lay of the Last Minstrel.* (*C*) *Addison's Sir Roger de Coverley*, by F. E. Wilcroft.	Brought to the notice of the Inspector of European Schools.
48-55	*The Graphic Readers, Nos. I to VIII* ...	To be placed in the Reference Library.
56-57	*Royal Crown Readers, Nos. I—II* ...	Ditto ditto.
58-63	*French and German Books for Schools*— *Mele-toi de ton Metier*; (2) *Le Col D'Anterne et le Lac de Gers*; (3) *Laurette ou le Cachet rouge*; (4) *Kolberg*; (5) *Das Deutsche, Ordensland Preussen*; (6) *Fritz Auf dem Lande.*	These books were reported on by Mr. T. C. Lewis, who says that they might be advantageously introduced into European Schools, but that there is no immediate change called for at present. Regarding the German Books, Mr. Lewis says that, as German is not taught in Punjab Schools, these books cannot be of any use here. Committee decided to place them in the Library.
	Mathematics, Science, and Technical Education.	
64	*Tadrís-ut-Ta'lím, being a translation (into Urdú) of Fitch's first four lectures on Teaching*, by Pandit Raghbar Diyál, Normal School, Delhi.	Patronised by the purchase of copies for distribution among Normal Schools.
65	*Criticism Lessons Note Book for the use of Students in Training Institutions.*	Prescribed for use in Training Institutions.
66	*Methods of Teaching*, by John Wilson, M. A.	Patronised by the purchase of copies for presentation to Normal School Libraries.
67-75	*Health Primers, comprising Manuals on such subjects, as the Heart and its Functions, Health in Schools, &c.*	Placed in the Committee's Reference Library.

No.	Name of Book and Author.	Remarks.
76	*Mercantile Arithmetic*, by E. T. Pickering (Blackie and Sons).	To be considered when the scheme for the Clerical and Commercial Examinations of the Punjab University is being revised.
77	*Advanced Book Keeping*, by E. Nixon ...	Placed in the Library.
78	*Little Mother's Readings in Domestic Economy* (Blackie and Sons).	Patronised by the purchase of copies for distribution amongst European Girls' Schools.
79	*Geometrical Patterns, with their description in English*, by Jai Kishan Singh.	Patronised by the purchase of copies for presentation to Technical Schools in the Province.
80	*Elementary Algebra*, by Hamblin Smith ...	Recommended as an alternative Text-Book for the Entrance Examination.
81	*Hand-Book of Algebra for Pupil Teachers*, by Capel.	Placed in the Reference Library.
82	*Catch Questions in Arithmetic and Mensuration*, by Capel.	Ditto ditto.
83	*Printing*, by C. T. Jacobi ...	Ditto ditto.
84-85	*Tips in Algebra*, by Capel, with Key to the same.	Placed in the Library.
86	*Solid and Descriptive Geometry*, by A. B. Dobbie.	Placed in the Reference Library.
87	*Inorganic Chemistry for Beginners*, by Roscoe.	Ditto ditto.
88	*Inorganic Chemistry*, by Newth ...	Ditto ditto.
89-92	*Physiological Diagrams in four sheets* ...	Patronised by the purchase of copies for Girls' Schools.
93	*Manual of Précis-Writing and Correspondence, Official and Commercial*, by Mr. W. Hawkins.	Approved.
94	*Cotton Spinning*, by R. Marsdan ...	Placed in the Reference Library.
95	*Personal and Domestic Hygiene*, by E. M. Hendley.	Ditto ditto.
96	*Coin Collecting in India*, by C. J. Rodgers ...	Patronised by the purchase of copies for the Arts Colleges in the Province.
97	*Elementary Course of Practical Science, Part I*, by Hugh Gordon (Macmillan and Co.).	Patronised by the purchase of copies for presentation to High Schools, European and Native.
98	*Lessons in Elementary Physics*, by Professor Balfour Stewart (Macmillan and Co.).	Placed in the Reference Library.
99	*Physiology for Beginners*, by Foster and Shore (Macmillan and Co.).	Ditto ditto.
100	"*Shading*," by Muhammad Bakhsh, Mechanic.	A revised edition of the book might be prescribed for the use of the Second Middle Class of Technical Schools.
101	*'Ilm Hifz-i-Sihat, being a translation into Urdú*, by Maulaví 'Atá-ur-Rahmán, of Dr. Roberts' *Text-Book of Domestic Economy and Sanitary Science.*	Might be prescribed with advantage for the use of Vernacular Classes of Medical Schools and other similar institutions.
	Hydrostatics and Pneumatics, by R. H. Pinkerton (Messrs. Blackie and Sons, Limited).	Placed in the Reference Library.
102	*Sahífa-i-Fitrat*, by Maulaví Zaka Ullah, Khán Bahádur.	Patronised by the purchase of copies for presentation to those Vernacular Middle Schools where Science is taught.
103	*Revised version of Bághbán-i-Zara'at*, by the late Rái Nathú Rám, Extra Assistant Commissioner.	Approved.
	Urdu Language and Literature.	
104	*Urdú Translation of Shakespeare's King Lear*, by Lála Síta Rám, B.A.	Patronised by the purchase of copies for distribution amongst Schools.
105	*Anwár-ul-Akhláq*, by Maulaví Núr Ahmad.	Patronised by the purchase of copies for distribution among Vernacular Middle Schools.
106	*Múbádi-ul-Inshá and Majalas-i-Manázara*, by Khán Bahádur Shams-ul 'Ulama Maulaví Zaka-Ullah Khán, of Delhi.	Patronised by the purchase of copies for distribution amongst selected High Schools.

Appendix M. Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
107	*Urdú Translation of Sir Charles Aitchison's "Lord Lawrence," Rulers of India Series*, by Mr. Thapur.	Very favourably reported upon, and considered just the sort of book which deserves special encouragement. Patronised by the purchase of a sufficient number of copies for presentation to all Secondary Schools, Anglo-Vernacular and Vernacular.
	History and Geography.	
108 to 111	*Bell's Geographical Books, comprising:*—1 The Child's Geography; 2 The Map and the Compass; 3 The Round World; 4 All about England.	Patronised by the purchase of copies for distribution among European Schools.
112	*History of the Indian Mutiny*, by T. R. E. Holmes.	Patronised by the purchase of copies for distribution among selected Schools.
113	*A Summary of British History*, by J. A. Saunderson (Blackie and Sons).	Patronised by the purchase of copies for distribution amongst A. V. High Schools, European and Native.
114	*Commercial Geography*, by E. C. K. Gonner (Messrs. Macmillan and Co.).	Transferred to the Punjab University for consideration with reference to the Course prescribed for the Clerical and Commercial Examination.
115	*A Geographical Reader*, by C. B. Clarke ...	To be placed in the Library.
	Hindi and Sanskrit.	
116	*The Fifth Hindí Reader, Punjab Series* ...	Prescribed for use in the Fourth Class of Primary Schools, both for boys and girls.
117	*The Sixth Hindí Reader, Punjab Series* ...	Ditto ditto.
118 to 123	*Hindí Copy-slips and Copy-books I—VI* ...	Prescribed for use in Schools.
124	*Hindí Translation of Karima*, by Lála Mehr Chand, of Sonepat.	Patronised by the purchase of copies for distribution among selected Schools where Sanskrit and Hindí are taught.
125 to 127	*Hindí Translations of the* First, Second, and Third *Agricultural Readers*, by Bhái Jai Dev Singh.	Approved and prescribed for use in Schools.
128	*Chhandah Sara Sangráha*, by Bábú Chandra Mohan Ghosh.	Transferred to the Punjab University.
129	*Hindí Padya Sangra*, by Pandit Bhánú Datt.	Sanction given for the patronage of a revised edition by purchase of copies for distribution amongst Schools.
130 to 131	*The Vaijayanti of Yadavaprakása, and the Grammar of Sakatayana*, edited by Dr. Gustav Oppert.	It was recommended that Government might purchase six copies of each of these books for presentation to the Oriental College and more important Arts Colleges in the Province.
132	*Poetical Selections for the Fifth Hindí Reader*	Approved.
133	*Gadhápadhya Sangraha, a Middle Class Sanskrit Reader*, compiled by Audityaram Bhattacharya, M.A., Professor of Sanskrit, Muir Central College, Allahabad.	On the recommendation of the Sub-Committee, it was decided that the book be specially brought forward when the question of the revision of the Sanskrit Courses comes up for consideration.
	Gurmukhi.	
134	*Gurmukhí Primer*, by Bhái Mohan Singh ...	Prescribed for use in Gurmukhí Schools.
135	*Gurmukhí Translation of the District Geography of Jhang.*	Approved.
136 to 138	*Gurmukhí Translation of the First, Second, and Third Agricultural Readers.*	Ditto.
139	*Dulhan Darpan*, by Hazára Singh ...	Patronised by the purchase of copies for distribution amongst Girls' Schools.

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee acknowledge receipt with thanks of gifts of books sent either direct to the Secretary, or through the Director of Public Instruction, Punjab, by Messrs. Macmillan and Co.; Longmans, Green and Co.; Blackie and Sons; W. and R. Chambers; George, Bell and Sons; Thomas Nelson and Sons; Percival and Co., and Khán Bahádur Maulaví Zaká Ullah.

II.—General Additions to the Library.

1.	40	Books on English Language, Literature, and Grammar.
2.	5	„ „ Biography.
3.	47	„ „ Science.
4.	30	Volumes of English Readers.
5.	17	Books on History.
6.	21	„ „ Mathematics.
7.	14	„ „ Geography.
8.	3	„ „ Philosophy.
9.	17	„ „ French and German Languages.
10.	1	„ „ Commercial Education.
11.	5	„ „ General Education.
12.	16	„ „ Technical Education.
13.	84	in Urdú and Persian books.
14.	13	Hindí and Sanskrit books.
15.	5	Gurmukhí books.

The total addition to the Library, therefore, is 318 volumes.

Appendix N.

Registration and Text-Book Department.

APPENDIX N.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, PUNJAB, FOR THE YEAR 1894-95.

At the commencement of the year the opening balance of Secretariat Books, held on commission sale by Munshí Gulább Singh and Sons, amounted to Rs. 999-1-10, and no books were made over to the firm for sale during the year. A sum of Rs. 341-1-6, representing the sale-proceeds for the year, was credited to Government, leaving a balance of Rs. 658-0-4 as value of the books, less discount at Rs. 10 per cent., still in the hands of the Contractors. (See Statement No. I.)

2. The opening balance on account of Government share of copyright in Text-Books, due by Munshí Gulább Singh and Sons, was Rs. 4,853-3-10, and a sum of Rs. 10,263-1-5 was due on books published during the year, making a total of Rs. 15,116-5-3. The recoveries effected amounted to Rs. 10,700-12-5, which was paid into the Treasury to the credit of the Text-Book Association, leaving a balance of Rs. 4,415-8-10 still outstanding against the Contractors on account of publications printed, but not submitted to be stamped before the close of the year under report. (See Statement No. II).

3. A number of cases were instituted against certain Printers and Booksellers, who had infringed the law of copyright by pirating a Departmental Text-Book; but, before they were put to the Court of Law, the parties compromised by binding themselves against future violations of the law, and making payments of a percentage on the sales, and surrendering unsold copies of the spurious editions. A sum of Rs. 37-14-3 was thus realized, and after paying certain charges, aggregating Rs. 5-6-0, the balance, Rs. 32-8-3, was credited to the Text-Book Association.

4. During the year under report, 84 books or editions were brought out with an average of about 7,000 copies to each edition. The printing and paper were of the standard prescribed.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHÍ GULAB SINGH AND SONS FROM 1ST APRIL, 1894, TO 31ST MARCH, 1895.

(I).—*Account of Secretariat Books held on Commission Sale.*

Credit.	Total.			Debit.	Total.		
	Rs.	A.	P.		Rs.	A.	P.
Payments made during the year	341	1	6	Balance on the 31st March, 1894	999	1	10
Balance due	658	0	4	Books supplied during the year	...	...	...
Total	999	1	10	Total	999	1	10

(II).—*Account of Government Shares of Copyright in the Departmental Text-Books published by the Contractors.*

Payments made during the year	10,700	12	5	Balance on the 31st March, 1894	4,853	3	10
Balance due	4,415	8	10	Government shares of copyright in books published by the Contractors during the year.	10,263	1	5
Total	15,116	5	3	Total	15,116	5	3

Appendix N.
—
Registration and Text-Book Department.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1894-95.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns* and Villages.	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
110,667	Towns 178	Males 11,255,986	Institutions. For Males	9	1	290	2,446	6	8	2,760	493	4,109	7,362	Institutions to number of towns and villages. 21·13
	Villages 34,664	Females 9,610,861	Institutions. For Females	...	...	29	333	...	...	362	...	918	1,280	3·67
	Total 34,842	Total 20,866,847	Institutions. Total ...	9	1	319	2,779	6	8	3,122	493	5,027	8,642	24·80
			Scholars. Males ...	1,003	211	52,632	108,426	342	1,366	163,980	6,745	62,660	233,385	Male scholars to male population of school-going age.‡ 13·82
			Scholars. Females...	...	...	2,161	10,980	...	...	13,141	...	12,235	25,376	Female scholars to female population of school-going age.‡ 1·76
			Scholars. Total ...	1,003	211	54,793	119,406	342	1,366	177,121	6,745	74,895	258,761	8·26

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1894-95.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions*... For Males	1,51,611	83,504	8,88,675	4,61,252	59,381	87,939	17,32,362	77,665	48,181	1,56,322	1,57,042	1,94,321	50,805	1,65,924	8,50,260	27,70,430
For Females	...	...	1,10,638	77,170	...	...	1,87,808									
Total	1,51,611	83,504	9,99,313	5,38,422	59,381	87,939	19,20,170	77,665	48,181	1,56,322	1,57,042	1,94,321	50,805	1,65,924	8,50,260	27,70,430
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·57	9·20	18·37	2·69	7·49	6·87	52·20	1·68	6·11	17·83	9·13	8·17	1·20	3·64	47·79	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·08	·40	16·40	55·37	·04	...	72·32	·23	...	2·29	7·77	10·05	2·49	4·81	27·67	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·31	·64	53·22	18·59	...	1·21	75·00	·01	...	·38	5·11	12·44	2·49	4·54	24·99	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	5·47	3·01	36·07	19·43	2·14	3·17	69·30	2·80	1·73	5·64	5·66	7·01	1·83	5·99	30·69	100

Average Annual Cost of educating each Pupil in—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	163 15 9	331 4 7	12 9 4	7 12 0	169 3 3	61 8 5	66 3 2
	Cost to Local and Municipal Funds	...	21 12 1	0 6 1	1 3 3	0 15 1	0 1 5	1 11 5
	Total Cost ...	248 6 11	381 4 9	38 9 5	12 6 2	170 2 4	86 12 7	91 14 8
Local Fund Schools.	Cost to Provincial Revenues ...	...	...	0 1 6	0 0 3	...	...	0 0 6
	Cost to Local Funds ...	...	...	4 15 4	4 6 1	...	...	4 7 5
	Total Cost ...	...	...	7 11 5	4 13 8	...	...	5 4 5
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 2 2	0 2 6	...	...	0 2 3
	Cost to Municipal Funds ...	85 15 5	...	7 0 6	4 14 11	...	23 1 2	6 8 4
	Total Cost ...	153 5 6	...	16 11 2	6 9 6	...	23 3 9	13 10 11
Aided Institutions.	Cost to Provincial Revenues ...	61 1 10	...	10 3 1	0 7 10	...	14 0 6	3 13 2
	Cost to Local and Municipal Funds	7 9 2	...	1 8 8	1 7 8	...	...	1 8 8
	Total Cost ...	201 14 0	...	32 1 10	3 10 5	...	48 2 5	13 10 0
Unaided Institutions ...	Total Cost ...	60 6 6	...	11 8 11	3 2 7	...	10 14 9	10 2 1
All Institutions.	Cost to Provincial Revenues ...	64 9 1	331 4 7	2 9 10	0 2 11	169 3 3	41 3 9	2 6 1
	Cost to Local and Municipal Funds	5 8 2	21 12 1	5 2 9	3 9 2	0 15 1	3 3 6	4 1 9
	Total Cost ...	163 14 5	381 4 9	18 1 1	4 11 1	170 2 4	66 15 7	11 1 9

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	257	236	214	1	30	29	24	3	294	271	241	3	349	316	265
University Education. — ARTS COLLEGES. — Oriental	...	...	...	...	...	...	...	...	1	73	73	60	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	211	219	175	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Total	2	468	455	389	1	30	29	24	4	367	344	301	3	349	316	265
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	4	1,170	1,261	1,103	23	7,263	7,595	6,276	24	6,995	7,137	5,932	13	3,681	3,636	2,963
School Education, General. — For Boys. — Middle Schools — English	...	...	...	...	55	10,318	10,248	8,395	26	3,248	3,303	2,772	24	2,415	2,424	1,947
School Education, General. — For Boys. — Middle Schools — Vernacular	...	...	...	...	121	17,542	17,597	14,565	...	...	...	...	...	...	...	...
School Education, General. — For Girls. — High Schools	2	302	301	284	...	...	...	...	5	320	287	263	...	...	...	...
School Education, General. — For Girls. — Middle Schools — English	...	...	...	...	...	...	...	...	14	785	748	656	...	...	...	...
School Education, General. — For Girls. — Middle Schools — Vernacular	...	...	...	...	5	298	325	268	2	361	375	244	1	95	76	37
School Education, General. — Total	6	1,472	1,562	1,387	204	35,421	35,765	29,504	71	11,709	11,850	9,867	38	6,191	6,136	4,947
School Education, General. — PRIMARY SCHOOLS. — For Boys	5	496	503	411	1,693	77,742	75,166	62,654	663	26,484	25,282	20,888	85	3,704	3,286	2,356
School Education, General. — PRIMARY SCHOOLS. — For Girls	...	...	...	...	197	6,336	6,269	4,637	123	4,145	3,776	2,929	13	499	430	280
School Education, General. — Total	5	496	503	411	1,890	84,078	81,435	67,291	786	30,629	29,058	23,817	98	4,203	3,716	2,636
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	342	349	329	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	1	171	155	126	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	1	290	171	147	...	...	...	...
School Education, Special. — Medical Schools	1	302	317	282	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	1	253	270	223	2	153	180	128	...	...	...	...	1	103	121	71
School Education, Special. — Other Schools	1	94	99	85	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	10	1,162	1,190	1,045	2	153	180	128	1	290	171	147	1	103	121	71
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	23	3,598	3,710	3,232	2,097	119,682	117,409	96,947	862	42,995	41,423	34,132	140	10,846	10,289	7,919

PRIVATE INSTITUTIONS																
1. *Advanced Teaching*— (*a*). Arabic or Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*). Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary teaching a Vernacular only or mainly*	...	...	...	...	...	...	...	...	...	...	...	...	For Boys	...	...	...
													,, Girls	...	...	...
3. *Do. do. the Qurán**	...	...	...	...	...	...	...	...	...	...	...	...	For Boys	...	...	...
													,, Girls	...	...	...
4. *Other Schools not conforming to Departmental Standard*	...	...	...	...	...	...	...	...	...	...	...	...	For Boys	...	...	...
													,, Girls	...	...	...
													TOTAL	...	...	
													GRAND TOTAL	...	...	

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1894-95.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	930	930	528	...	1	33	740	155	1	...	...	(a) Classification—
1	73	51	73	20	...	...	31	42	...	...	...	*I Division.*—Eighty-three boys learn free-hand drawing from flat copies, definitions of plane geometry modelling (40 boys), carpentry (43 boys). Instruction is also given in 3 Rs. in this Division out of school time.
1	211	211	...	...	4	4	156	47	...	8	...	*II Division.*—Twenty-seven boys learn building drawing from flat example, model drawing, elementary perspective, plane geometry, modelling, carpentry (15 boys), decorative drawing in colours (12 boys).
10	1,214	1,192	601	20	5	37	927	244	1	8	...	
64	19,109	14,063	14,111	17,642	600	285	11,792	6,410	22	4	...	
105	15,981	8,170	7,865	15,792	304	137	10,237	5,245	58	34	...	
121	17,542	...	7,356	17,670	...	6	11,152	6,373	11	...	...	*III Division.*—Twenty-three boys learn building drawing from originals, light and shade, modelling, advanced perspective, plane and solid practical geometry, carpentry (15 boys), ornamental designs and drawings (8 boys).
7	622	622	179	195	484	134	...	3	1	...	7	
14	785	665	66	241	599	184	...	...	2	...	20	
8	754	10	129	767	...	15	556	179	4	...	...	
319	54,793	23,530	29,706	52,307	1,987	761	33,737	18,210	98	38	27	
2,446	108,426	1,459	14,224	109,174	82	216	59,892	46,826	1,410	22	...	*IV Division.*—Twenty-four boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, and mensuration.
333	10,980	83	210	10,823	67	187	6,389	4,215	122	...	30	
2,779	119,406	1,542	14,434	119,997	149	403	66,281	51,041	1,532	22	30	
6	342	38	231	360	...	1	216	125	...	...	...	*Engineering Class.*—Fourteen boys learn elementary building drawing, surveying, levelling, estimating, building materials, construction, printing, and elementary free-hand drawing.
1	(a) 171	...	...	...	...	2	70	99	...	...	...	
1	290	277	...	13	...	1	258	31	...	...	...	
1	302	...	...	302	...	2	211	89	...	7	...	(b) Two hundred and sixty-five boys learn carpentry and drawing, 150 learn carpentry only, 73 learn drawing, and 30 learn engraving.
4	(b) 509	96	11	550	...	...	267	242	...	...	...	
1	(c) 94	...	...	...	...	...	24	70	...	...	...	(c) All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, Materia Medica and Chemistry.
14	1,708	411	242	1,225	...	6	1,046	656	...	7	...	
3,122	177,121	26,675	44,983	173,549	2,141	1,207	101,991	70,151	1,631	75	57	
395	5,311	...	5,243	98	...	...	364	4,944	3	...	...	
98	1,434	...	1,379	66	...	...	1,434	...	...	...	...	
1,115	22,829	...	604	21,319	...	...	19,144	3,626	59	77	...	
79	1,219	...	71	1,210	...	...	1,004	215	...	...	27	
2,949	39,026	...	38,492	539	...	...	545	38,465	16	787	...	* The Qurán, Shástras, or other religious books by rote.
816	10,021	...	10,008	6	...	...	85	9,936	...	...	422	
45	805	71	405	467	71	117	322	153	142	3	...	
23	995	158	45	848	98	8	438	417	34	...	25	
5,520	81,640	229	56,247	24,553	169	125	23,336	57,756	254	867	474	
8,642	258,761	26,904	101,230	198,102	2,310	1,332	125,327	127,907	1,885	942	531	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1894-95.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.		Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.												
	Managed by Government.				*Aided by Government.*												
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Others.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
School Education, General. — SECONDARY SCHOOLS.																	
For Boys ... High Schools	2	383	365	347	2	215	190	171	4	598	598	134	415	595	3	4	...
For Boys ... Middle Schools	...	...	...	...	7	310	264	219	7	310	308	66	101	301	9	34	...
For Girls ... High Schools	2	302	301	284	3	174	146	135	5	476	476	99	44	476	...	...	7
For Girls ... Middle Schools	...	...	...	...	11	601	571	502	11	601	601	62	25	599	2	...	20
Total	4	685	666	631	23	1,300	1,171	1,027	27	1,985	1,983	361	585	1,971	14	38	27
PRIMARY SCHOOLS.																	
For Boys	...	...	...	...	3	83	90	64	3	83	83	...	...	82	1	22	...
For Girls	...	...	...	...	2	75	62	49	2	75	75	8	...	67	8	...	30
Total	...	...	...	...	5	158	152	113	5	158	158	8	...	149	9	22	30
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION ...	4	685	666	631	28	1,458	1,323	1,140	32	2,143	2,141	369	585	2,120	23	60	57
PRIVATE INSTITUTIONS ... ... Schools not conforming to Departmental Standard ... ... For Boys ...									4	71	71	48	3	71	...	3	...
For Girls ...									5	98	98	14	4	98	...	...	25
TOTAL									9	169	169	62	7	169	...	3	25
GRAND TOTAL									41	2,312	2,310	431	592	2,289	23	63	82

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1894-95.

EDUCATION—GENERAL

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	257	236	214	1	30	29	24	3	294	271	241	3	349	316	265
Oriental	...	...	...	...	...	...	...	...	1	73	73	60	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	211	219	175	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	468	455	389	1	30	29	24	4	367	344	301	3	349	316	265
SECONDARY SCHOOLS. — *School Education, General.* — *For Boys.* — High Schools, Middle Schools	2	787	896	756	23	7,263	7,595	6,276	22	6,780	6,947	5,761	13	3,681	3,636	2,963
English	...	...	...	...	55	10,318	10,248	8,395	19	2,938	3,039	2,553	24	2,415	2,424	1,947
Vernacular	...	...	...	...	121	17,542	17,597	14,565	...	...	...	...	...	...	...	...
For Girls. — High Schools, Middle Schools	...	...	...	...	...	...	...	...	2	146	141	128	...	...	...	...
English	...	...	...	...	...	...	...	...	3	184	177	154	...	...	...	...
Vernacular	...	...	...	...	5	298	325	268	2	361	375	244	1	95	76	37
Total	2	787	896	756	204	35,421	35,765	29,504	48	10,409	10,679	8,840	38	6,191	6,136	4,947
PRIMARY SCHOOLS. — For Boys	5	496	503	411	1,693	77,742	75,166	62,654	660	26,401	25,192	20,824	85	3,704	3,286	2,356
For Girls	...	...	...	...	197	6,336	6,269	4,637	121	4,070	3,714	2,880	13	499	430	280
Total	5	496	503	411	1,890	84,078	81,435	67,291	781	30,471	28,906	23,704	98	4,203	3,716	2,636
SCHOOLS FOR SPECIAL INSTRUCTION. — *School Education, Special.* — Training Schools for Masters.	6	342	349	329	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	1	171	155	120	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	1	290	171	147	...	...	...	...
Medical Schools	1	302	317	282	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	253	270	223	2	153	180	128	...	...	...	...	1	103	121	71
Other Schools	1	94	99	85	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	10	1,162	1,190	1,045	2	153	180	128	1	290	171	147	1	103	121	71
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	19	2,913	3,044	2,601	2,097	119,682	117,409	96,947	834	41,537	40,100	32,992	140	10,846	10,289	7,919

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian ... ... (*b*). Sanskrit		
	2. *Elementary teaching a Vernacular only or mainly*	For Boys ... ... ,, Girls	
	3. *Do. do. the Qurán* *	For Boys ... ... ,, Girls	
	4. *Other Schools not conforming to Departmental Standard* ...	For Boys ... ... ,, Girls	
		TOTAL	
		GRAND TOTAL	

TABLE III (B).

(FOR NATIVES) FOR THE OFFICIAL YEAR 1894-95.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindûs.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
8	930	930	528	...	1	33	740	155	1	...	...	(a) Classification—
1	73	51	73	20	...	...	31	42	...	...	...	*I Division.*—Eighty-three boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling (40 boys), carpentry (43 boys). Instruction is also given in 3 Rs. in this Division out of school time.
1	211	211	...	...	4	4	156	47	...	8	...	*II Division.*—Twenty-seven boys learn building drawing from flat example, model drawing, elementary perspective, plane geometry, modelling, carpent. (15 boys), decorative drawing in colours (12 boys).
10	1,214	1,192	601	20	5	37	927	244	1	8	...	*III Division.*—Twenty-three boys learn building drawing from originals, light and shade, modelling, advanced perspective, plane and solid practical geometry, carpentry (15 boys), ornamental designs and drawings (8 boys).
60	18,511	13,465	15,977	17,227	5	285	11,792	6,410	19	...	...	*IV Division.*—Twenty-four boys learn applied designs for buildings, decorations, wood-working and modelling, surveying, estimating, and mensuration.
98	15,671	7,862	7,793	15,691	3	137	10,237	5,245	49	...	...	*Engineering Class.*—Fourteen boys learn elementary building drawing, surveying, levelling, estimating, building materials, construction, printing, and elementary free-hand drawing.
121	17,542	...	7,356	17,670	...	6	11,152	6,373	11	...	...	(b) Two hundred and sixty-five boys learn carpentry and drawing, 150 learn carpentry only, 73 learn drawing, and 30 learn engraving.
2	146	146	80	151	8	134	...	3	1	...	...	(c) All learn Veterinary Surgery and Medicine, Veterinary Anatomy and Physiology, Materia Medica and Chemistry.
3	184	64	4	216	...	184	...	...	...	...	...	
8	754	10	129	767	...	15	556	179	4	...	...	
292	52,808	21,547	29,345	51,722	16	761	33,737	18,210	84	...	...	
2,443	108,343	1,376	14,224	109,174	...	216	59,892	46,826	1,409	...	...	
331	10,905	8	202	10,823	...	187	6,389	4,215	114	...	...	
2,774	119,248	1,384	14,426	119,997	...	403	66,281	51,041	1,523	...	...	
6	342	38	231	360	...	1	216	125	...	...	...	
1	(a) 171	...	...	...	...	2	70	99	...	...	...	
1	290	277	...	13	...	1	258	31	...	...	...	
1	302	...	...	302	...	2	211	89	...	7	...	
4	(b) 509	96	11	550	...	...	267	242	...	...	...	
1	(c) 94	...	...	...	...	...	24	70	...	...	...	
14	1,708	411	242	1,225	...	6	1,046	656	...	7	...	
3,090	174,978	24,534	44,614	172,964	21	1,207	101,991	70,151	1,608	15	...	
305	5,311	...	5,243	98	...	...	364	4,944	3	...	...	
98	1,434	...	1,379	66	...	...	1,434	...	...	...	...	
1,115	22,829	...	604	21,319	...	...	19,144	3,626	59	77	...	
79	1,219	...	71	1,210	...	...	1,004	215	...	...	27	
2,949	39,026	...	38,492	539	...	...	545	38,465	16	787	...	* The Qurán, Shástras, or other religious books by rote.
816	10,021	...	10,008	6	...	...	85	9,936	...	...	422	
41	734	...	357	464	...	117	322	153	142	...	...	
18	897	60	31	844	...	8	438	417	34	...	...	
5,511	81,471	60	56,185	24,546	...	125	23,336	57,756	254	864	449	
8,601	256,449	24,594	100,799	197,510	21	1,332	125,327	127,907	1,862	879	449	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges. English	38,701	...	...	19,929	...	...	58,630
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training. Medicine	72,552	2,552	2,213	6,187	...	...	83,504
Total	1,11,253	2,552	2,213	26,116	...	...	1,42,134
School Education, General. — Secondary Schools. For Boys — High Schools	14,296	...	593	12,735	...	(a) 20,023	47,647
For Boys — Middle Schools — English	...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
For Girls — High Schools	5,361	...	...	592	...	(b) 6,680	12,633
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	19,657	...	593	13,327	...	26,703	60,280
Primary Schools. For Boys	3,899	...	607	1,484	...	240	6,230
For Girls	...	...	...	...	...	...	...
Total	3,899	...	607	1,484	...	240	6,230
Schools for Special Instruction. *School Education, Special.* — Training Schools for Masters	59,052	297	32	...	...	...	59,381
Schools of Art	13,146	14	24	140	21	246	13,591
Law Schools	...	...	...	...	...	...	...
Medical Schools	16,428	14	25	...	22	257	16,746
Industrial Schools	7,067	...	...	57	...	...	7,124
Other Schools	15,106	...	...	...	...	(b) 20,423	35,529
Total	1,10,799	325	81	197	43	20,926	1,32,371
Buildings	46,369	...	...	...	...	9,946	56,315
Furniture and Apparatus (Special Grants only)	8,407	...	...	...	...	4,850	13,257
Total	54,776	...	...	...	...	14,796	69,572
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,00,384	2,877	3,494	41,124	43	62,665	4,10,587

(a) Includes Rs. 14,679
(b) From Imperial

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1894-95.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	2,493	1,954	...	...	4,447	9,000	150	1,350	17,440	11,230	8,858	48,028
...	...	...	...	...	...	...	12,024	391	715	490	609	7,188	21,417
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,493	1,954	...	...	4,447	21,024	541	2,065	17,930	11,839	16,046	69,445
1,967	9,085	91,572	1,03,888	853	341	2,07,706	66,706	507	12,227	1,06,757	1,730	38,349	2,26,276
1,845	19,801	50,559	75,007	1,822	621	1,49,655	15,899	1,576	3,216	25,346	7,405	13,244	66,686
...	71,074	16,210	32,705	373	35	1,20,397	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,619	...	...	14,713	228	10,599	35,159
...	...	...	...	...	...	...	20,014	...	...	10,455	1,197	9,636	41,302
611	385	8,769	...	...	...	9,765	8,558	...	767	56	...	1,763	11,144
4,423	1,00,345	1,67,110	2,11,600	3,048	997	4,87,523	1,20,796	2,083	16,210	1,57,327	10,560	73,591	3,80,567
120	2,94,323	23,405	44,297	99	445	3,72,689	5,479	32,037	7,572	11,150	2,552	14,230	73,020
2,986	18,195	20,456	...	2	1	41,640	8,777	1,276	2,223	1,918	4,799	14,179	33,172
3,106	3,12,518	53,861	44,297	101	446	4,14,329	14,256	33,313	9,795	13,068	7,351	28,409	1,06,192
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,400	...	...	5,834	...	...	8,234
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,154	29	...	...	4,183	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,154	29	...	...	4,183	2,400	...	...	5,834	...	...	8,234
225	62,387	42,987	...	56	...	1,05,655	17,868	424	...	...	1,825	12,234	32,351
...	15,605	8,469	...	555	...	24,629	1,071	...	150	...	1,832	7,050	10,103
225	77,992	51,456	...	611	...	1,30,284	18,939	424	150	...	3,657	19,284	42,454
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,754	4,90,855	2,79,074	2,57,880	3,760	1,443	10,40,766	1,77,415	36,361	28,220	1,94,159	33,407	7,37,330	6,06,892

from Imperial Revenues.
Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. — English	8,590	2,141	8,358	19,089
University Education. — Oriental	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	...	...	...	...
Total	8,590	2,141	8,358	19,089
SECONDARY SCHOOLS.				
School Education, General. — For Boys — High Schools	24,691	10,758	4,315	39,764
School Education, General. — For Boys — Middle Schools — English	8,973	6,660	14,911	30,544
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	308	327	635
Total	33,664	17,726	19,553	70,943
PRIMARY SCHOOLS.				
School Education, General. — For Boys	3,966	1,813	(c) 3,534	9,313
School Education, General. — For Girls	...	513	1,845	2,358
Total	3,966	2,326	5,379	11,671
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...
School Education, Special. — Industrial Schools	...	...	2,532	2,532
School Education, Special. — Other Schools	...	...	...	...
Total	...	...	2,532	2,532
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	2,816	2,816
Total	...	...	2,816	2,816
University	...	...	...	...
Direction	...	...	...	...
Inspection	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	46,220	22,193	38,638	1,07,051

RAL TABLE IV.—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1894-95.

TOTAL EXPENDITURE FROM					GRAND TOTAL.	REMARKS.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
47,701	150	3,843	47,913	30,587	1,30,194	
12,024	391	715	490	7,797	21,417	
72,552	2,552	2,213	6,187	...	83,504	
1,32,277	3,093	6,771	54,590	38,384	2,35,115	
82,969	9,592	1,04,392	2,48,071	(*a*) 76,369	5,21,393	(*a*) Includes Rs. 14,679 from Imperial Revenues.
17,744	21,377	53,775	1,09,326	44,663	2,46,885	
...	71,074	16,210	32,705	408	1,20,397	
14,980	...	...	15,305	(*b*) 17,507	47,792	(*b*) Includes Rs. 6,680 from Imperial Revenues.
20,014	...	...	10,455	10,833	41,302	
9,169	385	9,536	56	2,398	21,544	
1,44,876	1,02,428	1,83,913	4,15,918	1,52,178	9,99,313	
9,498	3,26,360	41,584	60,897	22,913	4,61,252	(*c*) Includes Rs. 40 from Provincial Revenues on account of grant-in-aid to Dagshái School, which was an Aided School during the first four months of the last school year, and afterwards an Unaided, as the Government grant was withheld.
11,763	19,471	22,679	1,918	21,339	77,170	
21,261	3,45,831	64,263	62,815	44,252	5,38,422	
59,052	297	32	...	...	59,381	
13,146	14	24	140	267	13,591	
2,400	...	..	5,834	...	8,234	
16,428	14	25	...	279	16,746	
7,067	...	4,154	86	2,532	13,839	
15,106	...	...	...	(*d*) 20,423	35,529	(*d*) From Imperial Revenues.
1,13,199	325	4,235	6,060	23,501	1,47,320	
64,462	62,811	42,987	...	24,061	1,94,321	
9,478	15,605	8,619	...	(*e*) 17,103	50,805	(*e*) Includes Rs. 1,663 from Imperial Revenues.
73,940	78,416	51,606	...	41,164	2,45,126	
13,303	1,148	66	52,311	10,537	(*f*) 77,665	(*f*) Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
48,181	...	...	...	...	48,181	
1,40,628	14,316	1,325	...	53	1,56,322	
13,965	978	2,573	...	6,820	24,336	
7,832	1,493	1,030	...	3,063	13,418	
14,669	43,247	11,922	...	3,357	73,195	
11,250	181	...	...	243	11,674	
24,331	2,652	2,148	...	5,288	34,419	
28,762	30,085	15,691	...	(*g*) 91,386	1,65,924	(*g*) Includes Rs. 88,404 from Imperial Revenues.
3,02,921	94,400	34,755	52,311	1,20,747	6,05,134	
7,88,474	6,24,493	3,45,543	5,91,694	4,20,226	27,70,430	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.			Under Public Management.			
			Managed by Government.			
			Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1			2	3	4	5
			Rs.	Rs.	Rs.	Rs.
School Education, General.	SECONDARY SCHOOLS.					
	For Boys...	High Schools	7,286	1,184	(*a*) 14,679	23,149
		Middle Schools—English	...	...	..	...
	For Girls...	High Schools	5,361	592	(*b*) 6,680	12,633
		Middle Schools—English	...	...	...	...
		Total	12,647	1,776	21,359	35,782
	PRIMARY SCHOOLS.					
	For Boys		...	...	...	...
	For Girls		...	...	...	...
		Total	...	...	...	...
Buildings			16,820	...	9,946	26,766
Furniture and Apparatus (Special Grants only)			1,341	...	(*c*) 1,663	3,004
		Total	18,161	...	11,609	29,770
Scholarships held in Secondary Schools			...	...	...	...
Miscellaneous			...	...	...	...
		Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			30,808	1,776	32,968	65,552

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1894-95.

INSTITUTIONS.									
UNDER PRIVATE MANAGEMENT.					TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.									
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,913	19,146	332	64	28,455	16,199	20,330	(a) 15,075	51,604	(a) Rs. 14,679 from Imperial Revenues.
8,031	7,559	3,035	6,859	25,484	8,031	7,559	9,894	25,484	
5,863	13,343	...	500	19,706	11,224	13,935	(b) 7,180	32,339	(b) Rs. 6,680 from Imperial Revenues.
17,844	10,455	1,197	3,964	33,460	17,844	10,455	5,161	33,460	
40,651	50,503	4,564	11,387	1,07,105	53,298	52,279	37,310	1,42,887	
1,669	1,342	263	1,729	5,003	1,669	1,342	1,992	5,003	
1,419	1,485	...	1,654	4,558	1,419	1,485	1,654	4,558	
3,088	2,827	263	3,383	9,561	3,088	2,827	3,646	9,561	
5,568	...	1,728	6,962	14,258	22,388	...	18,636	41,024	
353	...	805	2,249	3,407	1,694	...	(c) 4,717	6,411	(c) Rs. 1,663 from Imperial Revenues.
5,921	...	2,533	9,211	17,665	24,082	...	23,353	47,435	
...	...	...	...	...	2,531	...	130	2,661	
...	...	...	...	...	13,585	...	(d) 88,404	1,01,989	(d) From Imperial Revenues.
...	...	...	...	...	16,116	...	88,534	1,04,650	
49,660	53,330	7,360	23,981	1,34,331	96,584	55,106	1,52,843	3,04,533	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC				
	UNDER PUBLIC				
	Managed by				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.					
University Education. — English	38,701	...	...	19,929	...
University Education. — Oriental	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.					
University Education. — Medicine	72,552	2,552	2,213	6,187	...
Total	1,11,253	2,552	2,213	26,116	...
SECONDARY SCHOOLS.					
School Education, General. — For Boys — High Schools	7,010	...	593	11,551	...
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...
Total	7,010	...	593	11,551	...
PRIMARY SCHOOLS.					
School Education, General. — For Boys	3,899	...	607	1,484	...
School Education, General. — For Girls	...	...	...	...	...
Total	3,899	...	607	1,484	...
SCHOOLS FOR SPECIAL INSTRUCTION.					
School Education, Special. — Training Schools for Masters	59,052	297	32	...	...
School Education, Special. — Schools of Art	13,146	14	24	140	21
School Education, Special. — Law Schools	...	...	...	...	...
School Education, Special. — Medical Schools	16,428	14	25	...	22
School Education, Special. — Industrial Schools	7,037	...	...	57	...
School Education, Special. — Other Schools	15,106	...	...	...	...
Total	1,10,799	325	81	197	43
Buildings	29,549	...	...	...	...
Furniture and Apparatus (Special Grants only)	7,066	...	...	...	...
Total	36,615	...	...	...	...
University	...	...	...	...	...
Direction	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,69,576	2,877	3,494	39,348	43

(a) From Imperial

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1894-95.

INSTITUTIONS.

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	58,630	...	...	2,493	1,954	...	...	4,447
...	...	...	...	...	...	...	...	...
...	83,504	...	...	...	...	...	...	...
...	1, 2,134	...	...	2,493	1,954	...	...	4,447
5,344	24,498	1,967	9,085	91,572	1,03,888	853	341	2,07,706
...	...	1,845	19,801	50,559	75,007	1,822	621	1,49,655
...	...	...	71,074	16,210	32,705	373	35	1,20,397
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	611	385	8,769	...	...	...	9,765
5,344	24,498	4,423	1,00,345	1,67,110	2,11,600	3,048	997	4,87,523
240	6,230	120	2,94,323	33,405	44,297	99	445	3,72,689
...	...	2,986	18,195	20,456	...	2	1	41,640
240	6,230	3,106	3,12,518	53,861	44,297	101	446	4,14,329
...	59,381	...	...	...	...	...	...	...
246	13,591	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
257	16,746	...	...	...	...	...	...	...
...	7,124	...	...	4,154	29	...	...	4,183
(a) 20,423	35,529	...	...	...	...	...	...	...
20,926	1,32,371	...	...	4,154	29	...	...	4,183
...	29,549	225	62,387	42,987	...	56	...	1,05,655
3,187	10,253	...	15,605	8,469	...	555	...	24,629
3,187	39,802	225	77,992	51,456	...	611	...	1,30,284
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
29,697	3,45,035	7,754	4,90,855	2,79,074	2,57,880	3,760	1,443	10,40,766

Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
University Education. — English	9,000	150	1,350	17,440	11,230	8,858	48,028
University Education. — Oriental	12,024	391	715	490	609	7,188	21,417
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	...	...	...	...	...	...	...
Total	21,024	541	2,065	17,930	11,839	16,046	69,445
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	57,793	507	12,227	87,611	1,398	38,285	1,97,821
School Education, General. — For Boys — Middle Schools — English	7,868	1,576	3,216	17,787	4,370	6,385	41,202
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	3,756	...	...	1,370	228	10,099	15,453
School Education, General. — For Girls — Middle Schools — English	2,170	...	...	...	...	5,672	7,842
School Education, General. — For Girls — Middle Schools — Vernacular	8,558	...	767	56	...	1,763	11,144
Total	80,145	2,083	16,210	1,06,824	5,996	62,204	2,73,462
PRIMARY SCHOOLS.							
School Education, General. — For Boys	3,810	32,037	7,572	9,808	2,289	12,501	68,017
School Education, General. — For Girls	7,358	1,276	2,223	433	4,799	12,525	28,614
Total	11,168	33,313	9,795	10,241	7,088	25,026	96,631
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Law Schools	2,400	...	...	5,834	...	...	8,234
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...
Total	2,400	...	...	5,834	...	...	8,234
Buildings	12,300	424	...	...	97	5,272	18,093
Furniture and Apparatus (Special Grants only)	718	...	150	...	1,027	4,801	6,696
Total	13,018	424	150	...	1,124	10,073	24,789
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,27,755	36,361	28,220	1,40,829	26,047	1,13,349	4,72,561

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1894-95.

INSTITUTIONS—*concluded*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,590	2,141	8,358	19,089	47,701	150	3,843	47,913	30,587	1,30,194	
...	...	...	...	12,024	391	715	490	7,797	21,417	
...	...	...	...	72,552	2,552	2,213	6,187	...	83,504	
8,590	2,141	8,358	19,089	1,32,277	3,093	6,771	54,590	38,384	2,35,115	
24,691	10,758	4,315	39,764	66,770	9,592	1,04,392	2,27,741	61,294	4,69,789	
8,973	6,660	14,911	30,544	9,713	21,377	53,775	1,01,767	34,769	2,21,401	
...	...	...	...	...	71,074	16,210	32,705	408	1,20,397	
...	...	...	...	3,756	...	...	1,370	10,327	15,453	
...	...	...	...	2,170	...	...	...	5,672	7,842	
...	308	327	635	9,169	385	9,536	56	2,398	21,544	
33,664	17,726	19,553	70,943	91,578	1,02,428	1,83,913	3,63,639	1,14,868	8,56,426	
3,966	1,813	*3,534	9,313	7,829	3,26,360	41,584	59,555	20,921	4,56,249	* Includes Rs. 40 from Provincial Revenues.
...	513	1,845	2,358	10,344	19,471	22,679	433	19,685	72,612	
3,966	2,326	5,379	11,671	18,173	3,45,831	64,263	59,988	40,606	5,28,861	
...	...	...	...	59,052	297	32	...	...	59,381	
...	...	...	...	13,146	14	24	140	267	13,591	
...	...	...	...	2,400	...	...	5,834	...	8,234	
...	...	...	...	16,428	14	25	...	279	16,746	
...	...	2,532	2,532	7,067	...	4,154	86	2,532	13,839	
...	...	...	...	15,106	...	...	...	(a) 20,423	35,529	(a) From Imperial Revenues.
...	...	2,532	2,532	1,13,199	325	4,235	6,060	23,501	1,47,320	
...	...	...	...	42,074	62,811	42,987	...	5,425	1,53,297	
...	...	2,816	2,816	7,784	15,605	8,619	...	12,386	44,394	
...	...	2,816	2,816	49,858	78,416	51,606	...	17,811	1,97,691	
...	...	...	...	13,303	1,448	66	52,311	10,537	(b) 77,665	(b) Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in Arts College.
...	...	...	...	48,181	...	...	...	...	48,181	
...	...	...	...	1,40,628	14,316	1,325	...	53	1,56,322	
...	...	...	...	13,965	978	2,573	...	6,820	24,336	
...	...	...	...	7,832	1,493	1,030	...	3,063	13,418	
...	...	...	...	12,138	43,247	11,922	...	3,227	70,534	
...	...	...	...	11,250	181	...	...	243	11,674	
...	...	...	...	24,331	2,652	2,148	...	5,288	34,419	
...	...	...	...	15,177	30,085	15,691	...	2,982	63,935	
...	...	...	...	2,86,805	94,400	34,755	52,311	32,213	5,00,484	
46,220	22,193	38,638	1,07,051	6,91,890	6,24,493	3,45,543	5,36,588	2,67,383	24,65,897	

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	4	1,170	167	...	167	337	...	337
	Local Fund	English	9	1,598	32	...	32	305	...	305
		Vernacular	76	10,621	...	...	...	2,628	...	2,628
	Municipal	English	69	15,983	1,018	...	1,018	3,804	...	3,804
		Vernacular	45	6,921	...	...	...	1,471	...	1,471
	Aided ...	English	49	10,192	986	3	989	2,362	3	2,365
		Vernacular	1	51	51	...	51	...	...	...
	Unaided ...	English	36	6,007	505	...	505	1,585	...	1,585
		Vernacular	1	89	5	...	5	8	...	8
	Total		290	52,632	2,764	3	2,767	12,500	3	12,503
For Girls.	Government	English	2	302	...	21	21	...	83	83
	Local Fund	Vernacular	1	44	...	...	...	...	6	6
	Municipal	Vernacular	4	254	...	...	...	...	45	45
	Aided ...	English	19	1,105	...	30	30	3	281	284
		Vernacular	2	361	...	...	...	...	31	31
	Unaided ...	Vernacular	1	95	...	...	...	...	4	4
	Total		29	2,161	...	51	51	3	450	453
TOTAL SECONDARY SCHOOLS ...			319	54,793	2,764	54	2,818	12,503	453	12,956
PRIMARY SCHOOLS.										
For Boys.	Government		5	496	...	...	...	...	...	...
	Local Fund		1,592	70,234	...	...	...	...	...	...
	Municipal		101	7,508	...	...	...	...	...	...
	Aided		663	26,484	...	...	...	...	..	...
	Unaided		85	3,704	...	...	...	...	...	...
	Total		2,446	108,426	...	...	...	...	...	...
For Girls.	Local Fund		92	2,645	...	...	...	...	...	...
	Municipal		105	3,691	...	...	...	...	...	...
	Aided		123	4,145	...	...	...	...	...	...
	Unaided		13	499	...	...	...	...	...	...
	Total		333	10,980	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,779	119,406	...	...	...	...	...	...
GRAND TOTAL ...			3,098	174,199	2,764	54	2,818	12,503	453	12,956

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1894-95.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
420	...	420	246	...	246	...	...	...	1,170	...	1,170
452	...	452	809	...	809	...	...	...	1,598	...	1,598
1,932	...	1,932	5,717	...	5,717	344	...	344	10,621	...	10,621
4,967	...	4,967	5,956	...	5,956	238	...	238	15,983	...	15,983
1,304	...	1,304	3,777	...	3,777	369	...	369	6,921	...	6,921
2,579	10	2,589	4,141	22	4,163	86	...	86	10,154	38	10,192
...	...	...	...	...	...	...	...	...	51	...	51
1,476	...	1,476	2,441	...	2,441	...	...	...	6,007	...	6,007
37	...	37	39	...	39	...	...	...	89	...	89
13,167	10	13,177	23,126	22	23,148	1,037	...	1,037	52,594	38	52,632
...	103	103	...	95	95	...	...	...	...	302	302
...	8	8	...	30	30	...	...	...	...	44	44
...	120	120	...	89	89	...	...	...	...	254	254
2	301	303	22	466	488	...	...	...	27	1,078	1,105
...	73	73	...	257	257	...	...	...	...	361	361
...	9	9	...	82	82	...	...	...	...	95	95
2	614	616	22	1,019	1,041	...	...	...	27	2,134	2,161
13,169	624	13,793	23,148	1,041	24,189	1,037	...	1,037	52,621	2,172	54,793
110	...	110	386	...	386	...	...	...	496	...	496
12,305	...	12,305	57,465	...	57,465	464	...	464	70,234	...	70,234
350	...	350	6,489	...	6,489	669	...	669	7,508	...	7,508
1,869	9	1,878	23,952	13	23,965	641	...	641	26,462	22	26,484
280	...	280	3,333	...	3,333	91	...	91	3,704	...	3,704
14,914	9	14,923	91,625	13	91,638	1,865	....	1,865	108,404	22	108,426
...	192	192	...	2,453	2,453	...	...	...	...	2,645	2,645
...	195	195	...	3,496	3,496	...	...	...	...	3,691	3,691
5	226	231	25	3,771	3,796	...	118	118	30	4,115	4,145
...	16	16	...	478	478	...	5	5	...	499	499
5	629	634	25	10,198	10,223	...	123	123	30	10,950	10,980
14,919	638	15,557	91,650	10,211	101,861	1,865	123	1,988	108,434	10,972	119,406
28,088	1,262	29,350	114,798	11,252	126,050	2,902	123	3,025	161,055	13,144	174,199

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS OF THE OFFICIAL

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			1		
			Boys.	Girls.	Total.
SECONDARY SCHOOLS.					
For Boys ... Government ... English ...	2	383	23	...	23
For Boys ... Aided ... ... English ...	9	525	53	3	56
Total	11	908	76	3	79
For Girls ... Government ... English ...	2	302	...	21	21
For Girls ... Aided ... ... English ...	14	775	...	18	18
Total	16	1,077	...	39	39
TOTAL SECONDARY SCHOOLS ...	27	1,985	76	42	118
PRIMARY SCHOOLS.					
For Boys—Aided	3	83	...	...	...
Total	3	83	...	...	...
For Girls—Aided	2	75	...	...	...
Total	2	75	...	...	...
TOTAL PRIMARY SCHOOLS ...	5	158	...	...	...
GRAND TOTAL ...	32	2,143	76	42	118

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1894-95.

Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*			Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			Total.		
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
109	...	109	118	...	118	133	...	133	383	...	383
179	3	182	119	10	129	136	22	158	487	38	525
288	3	291	237	10	247	269	22	291	870	38	908
...	83	83	...	103	103	...	95	95	...	302	302
3	215	218	2	230	232	22	285	307	27	748	775
3	298	301	2	333	335	22	380	402	27	1,050	1,077
291	301	592	239	343	582	291	402	693	897	1,088	1,985
...	...	...	9	9	18	52	13	65	61	22	83
...	...	...	9	9	18	52	13	65	61	22	83
...	...	...	5	24	29	25	21	46	30	45	75
...	...	...	5	24	29	25	21	46	30	45	75
...	...	...	14	33	47	77	34	111	91	67	158
291	301	592	253	376	629	368	436	804	988	1,155	2,143

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

	CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.* 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS.								
For Boys.	Government ... English ...	2	787	144	...	144	228	...	228
	Local Fund ... English ...	9	1,598	32	...	32	305	...	305
	Local Fund ... Vernacular ...	76	10,621	...	...	...	2,628	...	2,628
	Municipal ... English ...	69	15,983	1,018	...	1,018	3,804	...	3,804
	Municipal ... Vernacular ...	45	6,921	...	...	...	1,471	...	1,471
	Aided ... English ...	40	9,667	933	...	933	2,183	...	2,183
	Aided ... Vernacular ...	1	51	51	...	51	...	...	...
	Unaided ... English ...	36	6,007	505	...	505	1,585	...	1,585
	Unaided ... Vernacular ...	1	89	5	...	5	8	...	8
	Total ...	279	51,724	2,688	...	2,688	12,212	...	12,212
For Girls.	Local Fund ... Vernacular ...	1	44	...	...	...	...	6	6
	Municipal ... Vernacular ...	4	254	...	...	...	...	45	45
	Aided ... English ...	5	330	...	12	12	...	66	66
	Aided ... Vernacular ...	2	361	...	...	...	...	31	31
	Unaided ... Vernacular ...	1	95	...	...	...	...	4	4
	Total ...	13	1,084	...	12	12	...	152	152
	TOTAL SECONDARY SCHOOLS ...	292	52,808	2,688	12	2,700	12,212	152	12,364
	PRIMARY SCHOOLS.								
For Boys.	Government	5	496	...	...	...	...	...	...
	Local Fund	1,592	70,234	...	...	...	...	...	...
	Municipal	101	7,508	...	...	...	...	...	...
	Aided...	660	26,401	...	...	...	...	...	...
	Unaided	85	3,704	...	...	...	...	...	...
	Total ...	2,443	108,343	...	...	...	...	...	...
For Girls.	Local Fund	92	2,645	...	...	..	...	...	...
	Municipal	105	3,691	...	...	...	...	...	...
	Aided...	121	4,070	...	...	...	...	...	...
	Unaided	13	499	...	...	...	...	...	...
	Total ...	331	10,905	...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS ...	2,774	119,248	...	...	...	...	...	...
	GRAND TOTAL ...	3,066	172,056	2,688	12	2,700	12,212	152	12,364

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1894-95.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
302	...	302	113	...	113	...	...	...	787	...	787
452	...	452	809	...	809	...	...	...	1,598	...	1,598
1,932	...	1,932	5,717	...	5,717	344	...	344	10,621	...	10,621
4,967	...	4,967	5,956	...	5,956	238	...	238	15,983	...	15,983
1,304	...	1,304	3,777	...	3,777	369	...	369	6,921	...	6,921
2,460	...	2,460	4,005	...	4,005	86	...	86	9,667	...	9,667
...	...	...	...	...	...	...	...	...	51	...	51
1,476	...	1,476	2,441	...	2,441	...	...	...	6,007	...	6,007
37	...	37	39	...	39	...	...	...	89	...	89
12,930	...	12,930	22,857	...	22,857	1,037	...	1,037	51,724	...	51,724
...	8	8	...	30	30	...	...	...	...	44	44
...	120	120	...	89	89	...	...	...	...	254	254
...	71	71	...	181	181	...	...	...	...	330	330
...	73	73	...	257	257	...	...	...	...	361	361
...	9	9	...	82	82	...	...	...	...	95	95
...	281	281	...	639	639	...	...	...	...	1,084	1,084
12,930	281	13,211	22,857	639	23,496	1,037	...	1,037	51,724	1,084	52,808
110	...	110	386	...	386	...	...	...	496	...	496
12,305	...	12,305	57,465	...	57,465	464	...	464	70,234	...	70,234
350	...	350	6,489	...	6,489	669	...	669	7,508	...	7,508
1,860	...	1,860	23,900	...	23,900	641	...	641	26,401	...	26,401
280	...	280	3,333	...	3,333	91	...	91	3,704	...	3,704
14,905	...	14,905	91,573	...	91,573	1,865	...	1,865	108,343	...	108,343
...	192	192	...	2,453	2,453	...	...	...	...	2,645	2,645
...	195	195	...	3,496	3,496	...	...	...	...	3,691	3,691
...	202	202	...	3,750	3,750	...	118	118	...	4,070	4,070
...	16	16	...	478	478	...	5	5	...	499	499
...	605	605	...	10,177	10,177	...	123	123	...	10,905	10,905
14,905	605	15,510	91,573	10,177	101,750	1,865	123	1,988	108,343	10,905	119,248
27,835	886	28,721	114,430	10,816	125,246	2,902	123	3,025	160,067	11,989	172,056

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1894-95.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Arts Colleges.																			
1. Master of Arts	1	2	...	3	15	2	...	13	30	8	2	...	2	12	...	...	11	1	...
2. Bachelor of Arts	1	2	1	4	40	52	26	68	186	17	32	10	12	71	...	3	62	6	...
3. First Arts	2	4	3	9	90	112	153	68	423	59	72	91	25	247	7	10	190	40	...
Oriental Colleges.																			
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1	...	1	...	...	1	...	...	...	1	...
2. Bachelor of Oriental Learning	...	1	...	1	...	3	...	...	3	...	3	...	...	3	...	...	1	2	...
3. Honours in Sanskrit	...	...	1	1	...	...	1	5	6	...	...	1	...	1	...	...	1	...	...
3. ,, ,, Arabic	...	1	1	2	...	5	1	3	9	...	5	1	1	7	...	...	...	7	...
3. ,, ,, Persian	...	1	...	1	...	2	...	7	9	...	2	...	4	6	...	...	...	6	...
4. High Proficiency in Sanskrit	...	2	3	5	...	5	3	5	13	...	5	...	1	6	...	...	6	...	...
4. ,, ,, ,, Arabic	...	1	...	1	...	4	...	...	4	...	4	...	...	4	...	...	...	4	...
4. ,, ,, ,, Persian	...	1	...	1	...	3	...	5	8	...	3	...	3	6	...	...	...	6	...
5. Proficiency in Sanskrit	...	1	5	6	...	12	13	4	29	...	8	4	...	12	...	...	12	...	...
5. ,, ,, Arabic	...	2	...	2	...	6	...	...	6	...	3	...	...	3	...	...	...	3	...
5. ,, ,, Persian	...	1	...	1	...	2	...	2	4	...	...	...	1	1	...	...	...	1	...

Colleges for Professional Training.																							
Law.																							
1. Bachelor of Law	...	1	...	1	...	11	...	...	11	...	5	...	...	5	...	...	5	...	...				
Medicine.																							
1. M. B.	1	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	...	1	...				
2. L. M. S.	1	...	...	1	(a) 34	...	...	1	(a) 35	23	...	...	...	(c) 23	...	1	18	4	...				
3. First M. B.	1	...	...	1	4	...	...	...		1	...	...	...	1	...	...	1	...	...				
3. „ L. M. S.	1	...	...	1	(b) 56	...	...	3	(b) 59	15	...	...	1	(d) 16	...	3	11	2	...				
Schools for General Education.																							
Matriculation ... ... Boys	28	25	12	65	481	416	218	207	1,322	342	246	114	65	767	10	13	565	178	1				
Matriculation ... ... Girls	1	9	...	10	2	20	...	3	25	...	10	...	2	12	7	5	...	...	...				
Middle School Examination ... ... Boys	204	47	32	283	2,718	842	588	842	4,990	1,656	461	186	158	2,461	57	13	1,745	646	...				
Middle School Examination ... ... Girls	5	18	...	23	39	89	...	1	129	33	52	...	1	86	55	13	10	8	...				
Upper Primary Examination ... ... Boys	1,348	74	27	1,449	10,055	1,570	259	109	11,993	7,480	1,067	154	62	8,763	82	51	5,695	2,918	17				
Upper Primary Examination ... ... Girls	81	47	2	130	256	261	5	...	522	189	187	2	...	378	129	25	126	94	4				
Lower Primary Examination ... ... Boys	1,635	133	28	1,796	14,308	1,758	325	30	16,421	10,667	1,169	199	17	12,052	83	32	7,248	4,670	19				
Lower Primary Examination ... ... Girls	147	97	4	248	724	503	19	...	1,246	470	333	11	...	814	113	38	430	225	8				
Schools for Special Instruction.																							
1. Training School Examination for Masters. Upper	1	...	...	1	46	...	...	37	83	38	...	...	16	54	...	...	40	14	...				
1. Training School Examination for Masters. Lower	6	...	...	6	311	...	...	105	416	177	...	...	46	223	...	3	141	79	...				
2. Training School Examination for Mistresses. Upper	...	2	...	2	...	6	...	...	6	...	2	...	...	2	...	1	1	...	...				
2. Training School Examination for Mistresses. Lower	...	1	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...				
3. Medical Examination	1	...	...	1	109	...	...	...	(e) 109	63	...	...	...	(f) 63	...	1	50	12	...				
4. Examination in Engineering and Surveying	1	...	...	1	2	...	...	1	3	1	...	...	1	2	...	...	2	...	...				
5. Industrial School Examination	3	...	...	3	177	...	...	...	177	83	...	...	...	83	...	...	33	50	...				
6. Veterinary Examination	1	...	...	1	54	...	...	...	54	37	...	...	...	37	...	...	9	28	...				

(a) Includes two girls.
(b) „ five „
(c) Includes one girl.
(d) „ three girls.
(e) Includes two girls.
(f) „ one girl.

EDUCATION—GENE

RETURN showing the DISTRIBUTION of LOCAL FUND and MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons of Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	391	391
Colleges or Departments of Colleges for Professional Training.															
Medicine	..	...	...	...	...	...	...	...	...	...	...	2,552	...	...	2,552
Total	...	...	...	...	...	...	...	...	...	...	...	2,552	...	541	3,093
School Education, General. — Secondary Schools.															
For Boys—															
High Schools	1	186	202	163	1,100	2,213	...	2,103	...	...	5,416	...	6,872	507	9,592
Middle Schools — English	8	1,412	1,301	1,069	...	4,590	1,090	8,364	623	297	14,964	...	15,211	1,576	21,377
Middle Schools — Vernacular	76	10,621	10,669	8,897	...	53,379	395	19,450	111	32	73,367	...	17,695	...	71,074
For Girls—															
Middle Schools—Vernacular	1	44	40	37	88	385	...	...	...	...	473	...	...	...	385
Total	86	12,263	12,212	10,166	1,188	60,567	1,485	29,917	734	329	94,220	...	39,778	2,083	1,02,428
Primary Schools.															
For Boys	1,592	70,234	67,978	56,762	120	2,92,727	11	31,134	99	445	3,24,536	...	1,596	32,037	3,26,360
For Girls	92	2,645	2,616	2,021	1,266	16,639	372	...	2	1	18,280	...	1,556	1,276	19,471
Total	1,684	72,879	70,594	58,783	1,386	3,09,366	383	31,134	101	446	3,42,816	...	3,152	33,313	3,45,831
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters.	...	...	...	...	...	...	...	...	...	...	...	297	...	...	297
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	14	...	...	14
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	14	...	...	14
Industrial Schools	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...
Total	...	...	..	...	...	...	...	...	...	...	...	325	...	...	325
Buildings	...	...	...	...	...	50,551	449	...	56	...	51,056	...	11,836	424	62,811
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	14,412	26	...	...	...	14,438	...	1,193	...	15,605
Total	...	...	...	...	...	64,963	475	...	56	...	65,494	...	13,029	424	78,416
Inspection	...	..	...	...	...	...	...	...	...	...	...	...	...	...	14,316
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	978
Professional Colleges	...	...	..	...	...	...	...	...	...	...	...	...	...	...	1,493
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,247
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	181
Special Schools other than Training Schools	..	...	...	...	...	...	...	...	..	...	...	...	...	...	2,652
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	92
Grand Total	1,770	85,142	82,806	68,949	2,574	4,34,896	2,343	61,051	891	775	5,02,530	2,877	55,959	36,361	6,23

AL TABLE VII.

PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1894-95.

Number of Institutions.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
	IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.										IN INSTITUTIONS MANAGED BY.			Total Municipal Expenditure on Public Instruction.			
	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.				
7	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1	30	29	24	...	2,493	...	1,954	...	...	4,447	...	...	1,350	3,843	3,993		
..	...	...	...	...	...	...	...	...	..	...	...	...	715	715	1,106		
...	...	...	...	...	...	...	...	...	...	...	2,213	...	...	2,213	4,765		
1	30	29	24	...	2,493	...	1,954	...	...	4,447	2,213	...	2,065	6,771	9,864		
22	7,077	7,393	6,113	867	91,572	6,872	1,01,785	853	341	2,02,290	593	...	12,227	1,04,392	1,13,984		
47	8,906	8,947	7,326	1,845	49,469	15,211	66,643	1,199	324	1,34,691	...	1,090	3,216	53,775	75,152		
45	6,921	6,928	5,668	...	15,815	17,695	13,255	262	3	47,030	...	395	...	16,210	87,284		
4	254	285	231	523	8,769	...	...	...	...	9,292	...	...	767	9,536	9,921		
118	23,158	23,553	19,338	3,235	1,65,625	39,778	1,81,683	2,314	668	3,93,303	593	1,485	16,210	1,83,913	2,86,341		
101	7,508	7,188	5,892	...	33,394	1,596	13,163	...	...	48,153	607	11	7,572	41,584	3,67,944		
105	3,691	3,653	2,616	1,720	20,084	1,556	...	...	...	23,360	...	372	2,223	22,679	42,150		
206	11,199	10,841	8,508	1,720	53,478	3,152	13,163	...	...	71,513	607	383	9,795	64,263	4,10,094		
...	...	..	...	...	...	...	...	...	..	...	32	...	...	32	329		
...	...	...	...	...	...	...	...	...	...	...	24	...	...	24	38		
...	...	...	...	...	...	...	...	...	...	...	25	...	...	25	39		
2	153	180	128	...	4,154	...	29	...	...	4,183	...	...	...	4,154	4,154		
2	153	180	128	...	4,154	...	29	...	...	4,183	81	...	...	4,235	4,560		
...	...	...	...	225	42,538	...	...	...	...	54,599	...	449	...	42,987	1,05,798		
...	...	...	...	...	8,443	1,193	...	555	...	10,191	...	26	150	8,619	24,224		
...	...	...	...	225	50,981	1,193	...	555	...	64,790	...	475	150	51,606	1,30,022		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,325	15,641		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,573	3,551		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,030	2,523		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,922	55,169		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	181		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,148	4,800		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,691	45,776		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,689	1,27,641		
327	34,540	34,603	27,998	5,180	2,76,731	44,123	1,96,829	2,869	668	5,38,236	3,494	2,343	28,220	3,45,477	9,68,522		

00134260

Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020